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ABSTRACT

Reviewing papers on a wide range of issues, this bibliography contains annotations for 794 articles excerpted from 86 journals published in Czechoslovakia, socialist countries, and capitalist countries. Following a brief explanation of future changes planned for the publication, Part I groups articles under the headings (1) Social and Ideological Basis of Preschool Education; (2) Theoretical Basis of Preschool Education; (3) Organization of Preschool Education; (4) Educators of Preschool Children; (5) Play; and (6) Preschool Teaching. Part II lists articles under the heading Preschool Teaching and contains the following additional categories: (7) Care of Health and Physical Education; (8) Social and Emotional Development, Moral Education; (9) Language and Language Education; (10) Intellectual Development, Intellect Education; (11) Aesthetic Education; (12) Education of Children Requiring Special Care; and (13) Environment Surrounding the Child: Buildings, Playgrounds, Equipment, and Facilities. Annotations range in length from 50 to 250 words.(CB)

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SELECTIVE BIBLIOGRAPHY

PRESCHOOL EDUCATION

1980

Part I

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The selective bibliography for 1980, published by the Central Library, Sectional Information Centre of Pedagogical Faculty, Charles University, marks the beginning of a new stage.

Even though the method used so far in developing this information bulletin has met with a favourable response and interest in it nearly exceeds editorial capacities, as a consequence of the rationalization of the information system. its future volumes to be published will appear in a somewhat different form, i.e. that of a paper-collection journal; it will be tested in conjunction with research development in this sphere of informatics within the ministry of school education.

Each entry will include the descriptors used in the thesaurus dealing with the fundamental spheres as developed by the section responsible for the field of education, teaching and school system; its trial version will be computer-tested within the framework of solving the ministerial task RS - VII- 03 - 02 called "Automation of Documentographic Information in the Sectional System VTEI in the Field of Education - Teaching - School System ".

This approach will facilitate a more operative processing of information on the one hand and will expedite its way to the user on the other hand. It will also overcome some problems we have had to tackle so far due to the existing method of work used and which, although we have been aware of them, it has not been in our power to eliminate.

We expect to achieve a more specific selection and scope of annotations where, so far, we have not been able to overcome a certain extent of uneveness due to the large number of annotators, in spite of the fact that criteria have been strictly specified. The new approach will to a great extent unify the conceptual, thus also the content aspects of individual annotations which, again, it has not been possible to secure, for even though all annotators have a command of the language usedin the annotated journals, not all of them are specialists in pedagogical sciences. The new method will also partly replace the dictionary of subject-related entries and basic concepts required of us, but whose preparation has proved technically impossible for the team working on the bulletin.

Even so, some problems will remain. One of them is likely to be the uneveness of annotated topics caused both by the range of users and by the composition of the material used for excerption. In view of its quantity, it is not possible to achieve completness - journals arrive very late and incomplete - or topicality in view of our conditions. A number of problems discussed in foreign journals are interesting for us, however, they cannot be considered principal with respect to priority, for they stem from quite different social conditions. For that reason, it may seem that selection is sometimes random and topical problems requiring priority are not represented in a sufficient quantity of annotations. Sometimes, they are omitted completely, for they do not arise at all in our concept of the educational and teaching system.

Another problem to remain will be the overall scope of the task which is very demanding and which has to be tackled and managed by a limited number of personnel, most of them external. It will not, therefore, be possible also in the future to include, for example, the appropriate numbers of entries in the list of excerpted journals.

We still believe that both the existing information bulletin Preschool Education and its new form to be tested constitute a useful help for all those who deal with the problem of preschool education in theory or practice and in this we see the main purpose of the work.

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34, 1980/1981, Nos. 348-349.
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Československá pediatrie, 35, 1980, Nos. 1-10.
Dr. Mišurcová V.

Československá psychiatrie, 76, 1980, Nos. 1-6.
Drdová E.

Československý loutkář, 30, 1980, Nos.1-12.
Drdová E.

Děti a my, 10, 1980, Nos.1-4. Hnilicová A.

Developmental Psychology, 16, 1980, Nos. 1-6.
Dr. Odehnal J.

Doshkolnoye vospitaniye, 1980, Nos. 1-12.
Dr. Pottová M.

Early Childhood Education 13, 1980, Nos.1-2.
Hnilicová A.

L'école maternelle belge, 1979/1980, Nos. 1-5;
1980/1981, Nos. 1-2.
Dr. Mišurcová V.

L'école maternelle francaise, 1980, Nos. 1-9.
Dr. Mišurcová V.

Education 3-13, 8, 1980, Nos. 1-2.
Dr. Opravilová E.

L'éducation enfantine, 1980, Nos. 1-9.
Dr. Mišurcová V.

Education et développement, 1980, Nos. 138-142.
Dr. Valenta I.

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Enfance, 1980, Nos. 1-5.	Dr. Mišurcová V.
L'énfant, 1980, Nos. 1-6.	Dr. Mišurcová V.
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International Journal of Early Childhood, 12, 1980, Nos. 1-2.	Dr. Opravilová E.
International Review of Education, 26, 1980, Nos. 1-4.	Dr. Brabcová A.
Jednotná skola, 32, 1980, Nos. 1-10.	Mojžísová J.

Journal of Educational Psychology, 72, 1980, Nos.1-6.
Fainzová P.

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Dr. Hrabal V.

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Dr. Toncar J.

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Dr. Svátek F.

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Dr. Svátek F.

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Dr. Toncar J.

Nachalnaya shkola, 1980, Nos. 1-12. Dr. Fottová M.

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Dr. Porníková S.

Nowa szkola, 36, 1980, Nos.1-12. Dr. Svátek F.

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23, 1980/1981, Nos. 1-6.
Drdová E.

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1979, Nos. 4; 17, 1980, Nos. 1-3. Dr. Kulič V.

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68, 1980, Nos. 1-5.
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Dr. Toncar J.

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Dr. Toncar J.

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Unterrichtswissenschaft, 8, 1980, Nos. 1-4.	Dr. Brabcová A.
Vergleichende Pädagogik, 16, 1980, Nos. 1-4.	Dr. Brabcová A.
Voprosy psikhologii, 1980, Nos. 1-6.	Dr. Bláha K.
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Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie, 12, 1980, Nos. 1-4.	Dr. Svátek F.
Zlatý máj, 24, 1980, Nos. 1-10.	Drdová E.
Zycie szkoly, 35, 1980, Nos. 1-12.	Dr. Svátek F.

1. SOCIAL AND IDEOLOGICAL BASIS OF PRESCHOOL EDUCATION

1.1 Czechoslovak Socialist Republic

1. ČEPIČKA, K.: Předškolní výchova jako součást československé výchovné vzdělávací soustavy. /Preschool education as a constituent part of the Czechoslovak system of teaching and education./

Predškolská výchova, 35, 1980/1981, Nos.4, pp.1-4.

This is an introductory paper delivered at the international seminar on preschool education in October 1980. Preschool facilities constitute an indispensable pre-stage in the system of school education of youth. Preschool care embraces over 80% children's population at the ages between three to six.The number of children who go to nursery school or to preparatory classes before they start school exceeds 90%. The new concept of preschool education is characterized by an organic linkage with primary school, while maintaining its own specificity. Further development of preschool education will require to develop a theory of this discipline. International cooperation of socialist countries may significantly contribute to the identification of trends and determination of developmental prognosis.
In conjunction with scientific and technological progress, requirements increase concerning teacher work

and continuous teacher education. The educational work of the nursery school teacher has its specificity. To be able to cope theoretically and practically with the problems attached to educational work, she must possess specific personal prerequisites, quality education and must be sufficiently determined to hold social responsibility and to be prepared to participate actively in the life of the socialist society. This is also related to the necessity of continous self-education in the ideological, professional and generally cultivating directions. For this purpose, the system of vocational education at secondary pedagogical school and the system of further education of teachers have been set up. As regards teachers-beginners, the system of initiating teachers has been introduced to help young beginners to establish themselves.

2. KUBIS, J.: Starostlivosť o dieťa v SSR. /Child welfare in the Slovak Socialist Republic./

Bratislava, Slovak Statistical Office 1979. 80 pages. Reviewed in: Predškolská výchova, 34, 1979/1980, No.5, pp.141-142.

The book informs about the creation and implementation of conditions in our society concerning family and child welfare. Seven chapters present data supplemented by statistical tables on all that our society makes available in the form of national economic resources, with respect to developing the population of children, as well as employment and incomes of families with children, housing and services, care of education and culture /development of the school system nursery school, out-of-school facilities, children's culture/, medical and social care.

3. PEŘINA, A.: 30 let svobodného života. /Thirty years of free life./

Děti a my, 10, 1980, No.2, p.3.
1 photograph.

This is a survey of successes achieved in our country in child welfare in the course of the thirty years of free life. Social laws have prolonged maternity leave, mother allowance has been introduced for mothers who stay at home to look after their children. Protective measures have been introduced for mothers to be able to go back to their original workplaces. The state has built, together with national councils and enterprises, nursery schools and schools to make it possible for mothers to go back to work. A lot has been achieved in the medical care of the mother and child /elimination of child polio, tuberculosis, diphtheria, whooping cough, fighting infant mortality/. The state spends increasingly more money on medical and social care /over 6.000 Cz. crowns per head per year/. The author also discusses the importance of parental cooperation in children's education, as well as their contribution to improving the environment of schools, nursery schools and crèches.

1.2 Socialist Countries

4. DUDZIŃSKI, Z. - PIWKO, K.: Kadra dla zreformowanego nauczania początkowego na przykładzie województwa katowickiego. /Personnel to reform beginning education on the model of Katowice County ./

Chowanna, 24, 1980, No.1, pp.40-48.
   3 refs.

The authors discuss quantification of the requirement for teacher personnel in conjunction with the new qualification as a consequence of the implementation of the school reform, including the system of education of such personnel, especially by means of controlled self-education of teachers through the Institute for Teacher Education /training courses for over 55.000 teachers of first to third grades, with respect to work according to the newly reforemed curricula of the new concept of teaching./

5. FROLOVA, O.: Klassiki marksisma-leninisma ob obshchestvennom vospitanii detey. /Classics of Marxism-Leninism on public education of children./

Doshkolnoye vospitaniye, 1980, No.2, pp.38-40.
   1 photograph.

These are commented citations of Marx, Engels, Lenin and Krupskaya concerning public, especially preschool, education. In practice, these ideas were applied in the programme of the XVIIIth Congress of the Party calling for the founding of a network of crèches and nursery schools; finally, they were anchored in the constitution of the U.S.S.R.

6. JAŹWIEC, J.: Wychowanie ideologiczno-polityczne w klasie pierwszej dziesiecioletniej szkoły sredniej. /Ideological and political education in the first grade of 10-year secondary school./

Chowanna, 24, 1980, No.1, pp.71-84.
4 refs.

The author analyses the principal documents of the Polish United Workers Party and the ministry of public education and teaching, as well as their implementation guidelines issued for schools in Katowice County, including plans of educational objectives designed for several selected schools in the years 1978/79 and their fulfilment: he especially points out the decisive role played by the subject of the mother tongue /Polish/ in the process of ideological and political education.

7. KULAWIEC, E.P.: Janus Korczak: champion of children.

Childhood Education, 56, 1979, No.1, pp.23-27.
1 photograph.

This is a study on an outstanding champion of children, physician, educator and author, Janus Korczak, written on the occasion of the 100th anniversary of his birth. The year 1978-79 was declared by the UNESCO the Year of Janus Korczak, together with the International Year of the Child, to commemorate his heroic behaviour in August 1942, when he joined 200 Jewish children doomed to leave the Warsaw ghetto for the gas chamber in the fascist concentration camp in Treblinka. The author of this article presents a survey of his biographical data and works of this noble man. The ultimate goal of his life and work was a reform of the world - alteration in attitudes and thoughts of adults concerning care of children. Janus Korczak was convinced that the entire life was as if mutilated without a happy, fulfilled childhood. One of the worst mistakes was to look upon pedagogy as if it were a study of the child, not a study of man. He dreamed of a republic designed for children, of school to be a school of life, of equal rights for all children and of the possibility of an all-round development of each child. "Children need movement, air, light, it is true, but in addition, they have to be able to see into the future, they must acquire a sense of freedom symbolised by an open window". He wrote twenty books in which he analyzed his ideas concerning care of children. How To Love a Child /1920/ is a study on the development and growth of the child from birth up to adulthood. When I Am Little Again /1925/ reveals a relationship in the story of a teacher who became a child again, and in his memories Memoirs /1942/, written in the last months of his life, he reflectedon the purpose of life, old age and death. He formulated in his works a unique system of children's welfare, based on respecting the rights of children, whose result was the founding of a children's republic in an orphanage, with a children's court, children's legal code, children's newspaper, and a children's parliament - this was an experiment unique in the history of education. His ideas and ideals are more desirable today than ever. His opinion that the world should become a better one, that "it is too small for people not to feel like brothers" has remained topical to this day.

8. MEDLEN, M.: Oktober 1917 a predškolská výchova.
/October 1917 and preschool education./
Predškolská výchova, 35, 1980/1981, No.2, pp.1-2.

This is an editorial reflecting on the work of two and a half million Soviet educators. Nursery school teachers take care of 14 million children every day; another two million will be added in the summer season.
The favourable economic and social conditions prevailing in the socialist society create prerequisites for the continuous raising of the quality of work of preschool facilities, as well as the extensive tradition of classics of Russian pedagogy and Soviet preschool education. As early as November 1919, preschool education was proclaimed an integral part of the entire system of school education. This decision was made with respect to the future, for at the time of declaring it, there were only 250 preschool facilities in the Soviet Russia. Today, there are over 120.000 crèches and nursery schools in the U.S.S.R.

9. Plany bolskikh sversheniy. /Plans of big achievements./
Doshkolnoye vospitaniye, 1980, No.1, pp.2-7.

This is an editorial evaluating the successes achieved in the U.S.S.R. in recent years and outlining objectives for the year 1980. Over 13 million children go to crèches and nursery schools in the U.S.S.R. today. Only in the R.S.R.S.R. itself, 1.7 milliard roubles have been allocated for construction of nursery schools and crèches in the four last years of the current five-year plan. Preschool facilities are attended there by 8 million children. Since 1975, their number has increased up to 1.5 million.
The plan of the R.S.F.S.R. for 1980 allocates 170 million roubles for construction of preschool facilities; additional 40 million roubles will be allocated from the budgets of individual ministries. The network of preschool facilities existing in villages will be expanded by 71.000 places.
Significant successes have been achieved in the educational work of preschool facilities especially in continuity between nursery school and primary school as well as in unifying the efforts of preschool facilities, parents and the public in children's education, pedagogical education among parents.
Positive results have been achieved through efforts aimed at improving the working conditions, way of life and recreation of preschool facility personnel.

10. Pod znamenem internatsionalnoy solidarnosti. /Under the banner of international solidarity./

Doshkolnoye vospitaniye, 1980, No.5, pp.2-3.

This is an editorial commemorating the 35th anniversary of the victory of the Soviet people in the Great Patriotic War. One of the achievemnts of an advanced socialist society is also the development of preschool education. Only in the year 1979 itself, the construction of new nursery schools was completed with places for 600.000 children. The collective of the Scientific Research Institute of Preschool Education of the U.S.S.R. was awarded, for achievements in the socialist emulation in 1979 and for the solving of important scientific and practical problems, the Red Banner of the Central Committee of the Communist Party of the Soviet Union, the Council of Ministers of the U.S.S.R., the All-Union Council of Trade Union Organizations and the Central Committee of the All-Union Leninist Communist Union of Youth.

11. RYZHOV, A.: Vo imya zhizni na zemle. /In the name of life on the Earth./

Doshkolnoye vospitaniye, 1980, No.5, pp.6-10.

This is an editorial commemorating the 35th anniversary of victory over fascism.
Today, preschool facilities in the R.S.F.S.R. are attended by 7.8 million children. In the years 1976-1980, means out of the state budget and the earnings from Communist subbotniks will be used to establish

preschool facilities for 2.5 million children. Agricultural collective farms will contribute significantly to construction of nursery schools. There are approximately 120.000 preschool facilities in the U.S.S.R.; by the end of the five-year plan, they will be attended by nearly 15 million children.

12. SZERENCSÉSOVÁ, J.: Ešte jeden rozhovor so zahraničnou účastníčkou celoslovenskej konferencie. /One more interview with a foreign participant of the Slovak national conference./

Predškolská výchova, 34, 1979/1980, No.5, pp.122-123.
2 photographs.

The author presents data on preschool education in Poland. Sixty percent children attend nursery school. Those who do not go to nursery school get training in the last year before mandatory school education in various forms of preschool education; for example, primary schools in the country set up special sections for these children.
Problems concerning preschool education are tackled by ministerial institutes of the ministry of school education and by colleges and universities. These are the Pedagogical Research Institute, Institute for Curriculum Development, Teacher Education Institute, Youth Research Institute. Some universities and seven colleges have introduced courses in preschool education where nursery school teachers are educated either as full-time students or in correspondence courses. Warsaw university has established the Institute of Preschool Pedagogy and the Pedagogy of Junior School Age.

13. VASILIYEVA, M.: O zadachakh organov narodnogo obrazovaniya po dalneyshemu rasvitiyu obshchestvennogo doskholnogo vospitaniya v rayonakh Sibiri i Dalnego Vostoka. /The tasks of the national education authorities concerning the further development of preschool education in the districts of Siberia and the Far East./

Doshkolnoye vospitaniye, 1980, No.2, pp.5-9.

This was the major paper delivered at the meeting of school administrators inthe field of preschool education. There are over 60.000 preschool facilities in the R.S.F.S.R. today, attended by approximately 7 million children. In the four years of the tenth five-year plan, the number of places in crèches and nursery schools has increased by 833 thousand.
In some districts of Siberia and the Far East, the percentage of children going to preschool facilities is higher than the average in the R.S.F.S.R., for example, in Magadan District it amounts to 73.4%. Ninety-eight preschool facilities for 10.000 children have been established in the area of the BAM construction. The standard of material equippment of preschool facilities has been raised. In Khabarovsk Region, 81% preschool facilities use standardised buildings. Standard-setting projects have been developed for different climatic zones.
A lot of attention is devoted to personnel training. In some districts the qualification standards of teachers and headmistresses are higher than the republic's average. The paper further evaluates the results achieved in educational work, it also points out shortcomings. The standards of preschool

education, with respect to content and material equipment, are regularly evaluated at meetings of executive committees of soviets at regional and district levels, and in collegia of ministers of autonomous republics. In the activities of national education authorities and methodological centres an important role is played by the search for, generalization and dissemination of best educational experience. To raise the standard of pedagogical education among parents, the ministry of education of the R.S.F.S.R. has issued a methodological instruction on the organisation and content of work of preschool facilities with parents. Further improvement of the work of preschool facilities will to a great extent depend on the organisational work of the national education authorities.

14. VONDRUŠKA, M.: Za další rozvoj předškolní výchovy. /For the further development of preschool education./ Predškolská výchova, 35, 1980, No.19, pp. 1-3.

For the first time in the history of our school education, a comprehensive programme of youth development and education has been introduced. Education of children in nursery school constitutes an important supporting foundation for all further educational efforts focused on the shaping up of an all-round, harmoniously developed personality. The contemporary new concept of nursery school, conceived as a predominantly educational institution, will create favourable prerequisites for children's successful start in primary school and it will facilitate to achieve positive initial educational results.

The task of the present is the gradual implementation of the programme of educational work concerning crèches and nursery schools. It has been published in the Czech, Slovak, Polish, Hungarian and Ukrainian languages. It is possible to evaluate positively the development of teaching and educational aids in the spirit of the new concept of the educational work.

The implementation of the programme depends on the quality of teachers' and child nurses' work.

There still exists a shortage of qualified personnel to work in crèches and nursery schools. It will be the responsibility of regional national councils to develop the network of schools training personnel for preschool facilities in agreement with the expected population development.

By the end of 1980, nursery schools should be attended by 86% children of appropriate age groups.

This will be made possible especially due to the contribution of national councils which gave priority to construction of nursery schools in their election programmes. The contribution of industrial plants and other organisations to construction of preschool facilities has not been that considerable.

1.3 Capitalist Countries

15. BIŃCZYCKA, J.: Opieka nad małymi dziećmi w Finlandii. /Care of young children in Finland./

Chowanna, 24, 1980, No.3, pp.313-319.
4 refs.

The author reports on the system of child care as enforced in 1973, especially she describes the system of work and daily routine in nursery schools in Helsinki.
In addition, the author also discusses the system of child care in surrogate families, supervised by local authorities /in 1978 there were 870 such family centres in Helsinki, taking care of children without parents or children taken away from their original parents/. The number of children in such a family may not be higher than 4 four /including the parents' own children, if any/.
In conclusion, the author describes briefly the system of nursery school teacher training and includes an extract from a curriculum.

16. BURGUÉRE, É.: Les politiques en faveur des enfants handicapés. /Politicians in favour of handicapped children./

L'Éducation enfantine, 1980, No.5, pp.17-18; No.6, pp.17-19.

The author reports on new trends in the care of handicapped children in capitalist countries. A law was enforced in France in 1975 on obligatory educational care concerning all handicapped - both children and youth. Attempts at perfecting the care of the handicapped in Sweden culminated in the year 1977.

17. DÖRING, H.R.: *Die Unterstützung der Schweizertschulen im Ausland.* Bundesamt für Kulturpflege. /Support to Swiss schools abroad. The Federal Bureau for Culture./ Der Schweizerische Kindergarten, *70*, 1980, No.2, pp. 63-64.

The author reports on the state and objectives of Swiss schools abroad. Oldest Swiss schools started to be established in Italy from 1839 onwards. Their objective was to provide children of Swiss citizens working in Italy with education according to Swiss goals and methods and to educate them in the spirit of the Swiss culture. They fulfil a multiple function today: to make it easier for Swiss companies to recruit employees for their foreign subsidiary companies; to set up centres for Swiss citizens living abroad; to disseminate the Swiss culture abroad; to offer Swiss teachers an opportunity to get acquainted with a foreign country and to broaden their language and professional skills. Today, the government recognises and supports 19 schools; kindergartens are part of them. They are mostly situated in Italy, Spain and in individual countries of Latin America. Their headmasters and some of their teachers /220/ are Swiss. They develop curricula and

influence teaching methods.
The article is complemented by short reports, especially on kindergartens active in individual places /pp. 65-77/. They indicate that instruction in these schools, including the kindergartens, is mostly bilingual, in the language of that particular country and in German. The equipment of the kindergartens and the methods used in their work are in keeping with the Swiss standards.

18. FLETCHER, D.: Expanding early childhood and family education programs in Minnesota.

Childhood Education, 56, 1979, No.1, pp.28-30.
2 photographs.

In 1974, the legislative assembly in Minnesota made available subsidies for early childhood and family education programmes and decided that these programmes should be organised in elementary schools; their objective should be to offer services to parents in the community. Six schools were originally selected for this purpose: two urban, two suburban and two country schools. Since 1978, twenty-two such programmes have been organized all over Minnesota. The Council on quality of Education in cooperation with the ministry of education departments were authorized to supervise and control the programmes. Each programme has its unique objectives, subjects and methods; what they have in common is the advisory council made up from parents. Parents are free to visit the centre, yet they have to live within the catchment area of the elementary school. The content of most programmes includes early and periodical care and protection of the child, provides a toy lending service for children, lending library for parents and children, environmental trips, instruction for parents concerning selected topics, in small or large groups. Some centres organize in-home programmes through instructors who demonstrate practically topics for work and aids and have discussions with parents and children directly in their home environment. The objective of all programmes is to pay a basic attention to family education and preschool education. The author includes in his article a description of a model programme designed for the educational centre in Robbinsdale. He submits a survey of its objectives, provision of personnel /educators have preschool education certificates, educational workers come from the ranks of mothers who live in the neighbourhood and the teacher's assistants are students from higher grades of teacher training colleges/. The author also mentions the organization of the programme. Children under five came with their parents to the Centre For Parents and Children in Minneapolis to take part in six weekly /one-and-a-half-hour each/ sessions. There were 32 classes with children of the same age. Each was in the same room with the teacher and an assistant, while the parents gathered in another room with a lecturer. The children were taken care of /stimulation was applied with the youngest ones, toys with the older children, as well as occupations developing overall motor skills and the reading of fairy tales/, while the parents took part in an hour's discussion in small groups where aids and reading suggested for home care were demonstrated to them. During the following half an hour the parents gathered together with their children in another room to observe a demonstration of methods suitable for child development. Supplementary care is offered to children who are not enrolled in the course. In addition, the centre organises working afternoon sessions for parents during which papers are delivered on nutrition, first aid, toy manufacture and language development. Evening courses for parents include value-clarification exercises, a survey of communication models; they are also attended by discussion organisers who interpret the varied views of parents. The centre does not provide therapy, families are referred to professional help. At the beginning of organising the first programme for parents and children, sixty families participated in this type of programme in 1975; in the year 1978-79 the number amounted to 352 families.

Professional specialists revised critically the twelve original programmes so that new high quality programmes were developed for this form of education. In 1979, a law was enforced on 14 additional programmes in Minnesota. They will continue to be expanded so as to provide high quality care of both preschool-age children and their parents.

19. HAYDEN, A.H.: Handicapped children, birth to age 3.
The Exceptional Children, 45, 1979, No.7, pp.510-516.
1 table, 26 refs.

The author discusses problems related to the care of handicapped children from birth to the age of three years in the U.S.A. Law No. 94-142 does not consider these children and their education, for it is generally believed that these children need only medical and health care. Yet, it should be respected that their families need an early intervention concerning rearing and education. It was MAC Daniels /1977/ who was the first to stress the importance of early intervention for handicapped children. What is the state of the American family? Urie Bronfenbrenner discusses these issues in the journal Psychology Today /Byrne, 1977/. One sixth of children in the United States live with a single parent /usually with their mother who has to go to work/. One third of all mothers with children under three go to work. The U.S.A. is the only country in the world where there does not exist a governmental programme providing child care for empoloyed parents in low-income groups and which does not provide regular health care to families with young children. 1.8 million working mothers admit that they leave children alone at home. Elder children look after younger ones and do not attend school regularly. The present problems in the family are the result of the past dislocation of the family caused by wars, economic pressures and a change in life style. Eleven million children are being looked after by a single parent, 40% marriages are divorced and 1.3 million couples live together in a loose arrangement. The author discusses the role played by these facts in child development and behaviour. Josephine Brown /1978/ published recently the results of her study with Batemanen on ways of interaction between mother and infant /prematurely born and normal/. Prematurely born infants need quite a different care than normal infants and their parents need qualified help and support as early as possible. The author of this article summarizes the main problems raised in the study: How many children are there from birth to age three? Is the birth rate decreasing? What is the percentage of handicapped children from birth to age three ? What is the infant mortality rate in the U.S.A. and how does it compare with infant mortality rates in other countries ? Does this ratio prove something about health in general ? What types of handicap to there exist and how many cases of handicap could have been prevented and in what ways ? How early was a handicap identified ? Table 1 gives the state of the U.S. population as of 1st July, 1977. The author includes a characterization of factors pertaining to individual types of handicap of U.S. children and mentions the necessity of providing quality services on a national scale for all handicapped children from birth to age twenty-one. The author of the article further discusses the objectives of research into programmes for handicapped children. So far, there exists only one network of programmes for the education of handicapped children, developed by the Council for the Education of Handicapped Children /64% projects serve for children from birth to three years of age and 21% provide services for children over three. The Council has also developed an innovated programme training paediatricians for preschool education. It called upon 22 countries to complement the preschool education plans. Some countries integrated the need to provide special care to handicapped children at an early age into their educational systems /in Great Britain a health worker visits each newly born infant as early as in hospital and again six month later, in the family/; their objectives are health prevention, providing support to families, providing advice on immunity, diet, early identification of deviations in development and assessment of development and providing support when special needs arise. Counselling is provided up to four years of the child's age.

The Warnock Committee completed a three-and-a-half-year study on the full extent of needs and services concerning all handicapped children from birth up to school graduation aimed at planning educational services in the future. The Committee is of the opinion that one child in five will for some time require some special educational or auxiliary services. If the Parliament adopts this report and subsidises it, it will also provide support to special services and help to the families of handicapped children under five and will expand counselling services.

20. JENCKS, Ch.: L'inégalité: influence de la famille et de l'école en Amérique. /Inequality: influence of the family and school in America./

Paris, P.U.F. 1980.
Reviewed in: L'Éducation enfantine, 1980, No.6, p.31.

21. NIR-JANIV, N. - SPODEK, B.: Kindergartens in Israel. Childhood Education, 56, 1979, No.2, pp.100-108, 110. 1 photograph.

The authors discuss the development of kindergartens in Israel. In December 1978, Israel commemorated the 80th anniversary of the founding of kindergartens in the country. With the founding of the state of Israel, it began to encourage the development of preschool education. Kindergartens formed an integral part of the state system of school education from their beginning, with free compulsory attendance from five years of age of the child. Later on, this was school attendance from four years /97%/ and from three years-/87%/ children. Since its founding, Israel has always considered schools /especially kindergartens/ the starting point for the solution of social problems. This attitude stems from the Jewish cultural tradition which has always considered education and knowledge the basis of the Jewish culture. The strongest impetus for establishing new kindergartens constituted the influx of immigrants in the years 1950-1960, both from Europe and from Islamic countries. It was necessary to modernise the original Jewish system of preschool education which was not acceptable for the children of the immigrants, both for cultural and linquistic reasons. Kindergartens in Israel provide varied programmes of education. Children learn to communicate during play. Children are involved in varied kinds of activities, uses of language, drawing, modelling, locomotive and music education. The Hebrew language and culture are taught by direct methods - by making use of play and games even during daily occupations. This type of kindergarten has had to be adjusted to populations of different cultures and is focused on the solution of three key social problems in Israel:

1. overcoming the learning barrier;
2. overcoming the cultural values barrier;
3. overcoming the personal social barrier.

The objective of kindergartens is to help primarily children from low income families that have problems with learning. Compensation programmes were developed as a means of overcoming gaps in learning /an intensive method of teaching laying emphasis on cognitive objectives/. Children learned systematically basic concepts in mathematics, sciences and language. Teachers were given methodological guidelines suggesting how to develop the content of the subject-matter and how to make use of intensive methods so as the make it possible for children to acquire necessary knowledge. Teaching was organised in small groups. A new style of work had to be developed for the children of immigrants in kindergartens to overcome the cultural values barrier. Teachers began to take an interest in the cultural environment of parents and their children, invited parents to the kindergarten to talk about their countries, their customs, to show them their dances and to sing their songs. To overcome the personal social barrier, many varied activities had to be introduced into the kindergarten to fortify the self-confidence of the children of immigrants that suffered from frustration /children dressed dolls in the national costumes of their country, albums with photographs of their families were displayed in the school library/. The style and way of life pursued by their families were demonstrated and these activities became an important component of the daily programme. Four trends can be observed in the development of kindergartens today:

1. growing individualisation in teaching;
2. growing social integration;
3. more intensive cooperation between school and family;
4. encouragement of continuous teacher training education.

As regards the organisation of teaching in a kindergarten class - there are 35 children in the class with a teacher and an assistant and a great number of voluntary workers so as to make individual tuition possible /parents, elderly citizens, youth or professional teachers out of employment/. Voluntary workers study in correspondence courses. "Integration" in kindergartens in Israel has many meanings.

a/ Integration according to age - children at the ages of 3, 4 and 5 years are in one group - this helps to create a natural atmospere, just like in the family.

b/ Programme integration - individual subjects are not taught separately. The active orientation of the kindergarten encourages the integration of physical, social, cognitive and affective spheres in which the children work. The teacher will thus learn more about the children's interests and about the ways of developing various forms of knowledge.

c/ Integration of handicapped children into a normal kindergarten - getting them involved. Teachers are specially trained for work with these children.

Cooperation between parents and teachers is organised by means of discussion groups /they are mostly designed for parents of culturally different populations/ that meet in the kindergarten. Another form of cooperation are reguler visits of parents in the kindergarten where they participate in activities conducted in the class. These parents work with small groups of children and teach them the basics of mathematics and science, they read fairy tales to the children, show them pictures and play didactic games with them. Another form of cooperation is the founding of community kindergartens in poor districts designed to serve both for parents and children /lending of books, aids, toys and organising of programmes separately for both groups/. Teacher education and controlling of kindergarten programmes is organised by the best teachers themselves. They come to inspect and organise further teacher education in poorer villages and towns. At present, interest is being focused on developing an interdisciplinary approach to preschool education. It will be necessary to achieve cooperation in developing new programmes with physicians, social and educational workers. It is necessary to achieve cooperation between kindergarten and primary schools so as to facilitate a smooth transition of children to primary school and finally, conditions must be created for the recruitment, selection, education and further education of kindergarten teachers.

22. PROUX, M.B.: *La scolarité des enfants de migrants.* /School attendance of the children of imigrants./ L'Éducation enfantine, 1980, No.7, pp.13-15; No. 8, pp. 19-20.

The instruction of children of foreigners coming to find work in France constitutes a big problem both for school and the children themselves. Unlike the traditional method when children were integrated - often during the current school year - into standard schools, a "different school" was established in Villeneuve de B Grenoble, with instruction cycles for children at the ages between two to five, five to eight and eight to eleven years.
As regards preschool-age children it has been proved that the setting up of age-heterogenous groups brings about an enrichment of stimuli enhancing child development both with respect to intellectual, affective and social aspects. This can be observed both in the

sphere of language and in the development of mathematical thinking.

The work of the teacher involved in schools of this type is complicated, for it requires to use not only special pedagogical and didactic prowedures with the children, but it is also more demanding with respect to work with the parents who often do not know either the French language or the way of life of the country into which they immigrated. A frequent problem is the necessity to explain to the parents that it will be better for their child to stay on a year longer in the kindergarten and to postpone enrolment in primary school.

Children come to the kindergarten from various backgrounds and conditions which may even be very cruel /children from Cambodia, Vietnam/. All children are being educated in the same manner ; no difference is being made between children speaking French and children having no command of the language, neither between children from rich and poor families.

As regards pedagogical approach, instruction is provided both to the class as a whole or in groups in the traditional system of homogenous classes; as for heterogenous groups, the author presents an example of making use of the project method.

23. SACHS, S.: Aus Nomadenkindern werden Schüller.
/Erziehungsprobleme orientalischer Einwandererkinder in Israel./ /Nomad children become pupils. Educational problems of Oriental immigrant children in Israel./

Bern, Huber 1967.
Reviewed in: Der Schweizerische Kindergarten, 70,
1980, No.5, pp.270-271.

The author discusses the problem of settlement of Oriental Jews in a small town built by the Israeli Government. Children are reared up to eighteen years of age in kibbutzim, in children's homes which also include a school. The main problem in educating the children was their parents' illiteracy; they considered school a sort of competition and they tended to dislike the new way of life which they felt as a restriction. These attitudes reflected in the children's negative behaviour. Special methods of remedial pedagogy had to be used with the children to get them used to life in the community.

24. SCHUPPLI, Ch.: Eine Schweizer Kindergärtnerin in Australien. /A Swiss kindergarten teacher in Australia./

Der Schweizerische Kindergarten, 70, 1980, No.2,
pp. 78-81.
2 photographs.

This is the experience of a Swiss kindergarten teacher who works in a kindergarten in Melbourne. The kindergarten is attended by children from two to five years of age, for it is at five that they start primary school. The children that are accepted to the kindergarten come with their mothers to the kindergarten, one afternoon a week for about two months to take part in various activities. They meet in small groups which makes it possible for the teacher to get to know well both the children and their mothers. There are twenty-five children in one class of the kindergarten. They come to spend there two and a half foure a day, four days a week. Groups of other children come in the afternoon. Cooperation with parents is very intensive. According to a plan prepared ahead, mothers come gradually to spend two and a half hours in the kindergarten to help. If the mother has a baby, she brings it along; another adult member of the family can also come instead. This assistance enriches considerably the life in the kindergarten. Many mothers come with good suggestions which they can put into effect in the kindergarten. A father working in shifts makes simples toys with the children. The mothers' help is important in accompanying the children during walks. Such forms of cooperation create a homy atmosphere in the kindergarten.

The headmistress of the kindergarten submits a monthly report on the kindergarten's activities to the local authority and the Parent-Teacher Association.

25. SWAN, W.I.: The Handicapped Children's Early Education Program.

Exceptional Children, 47, 1980, No.1, pp.12-16.
1 table, 8 refs.

This is a global survey of the results of The Handicapped Children's Early Education Program /abbreviated to H.C.E.E.P./, approved on the basis of the law on aid to physically handicapped children adopted by the U.S. Congress in 1968. Attention is focused exclusively on questions concerning the economic effectiveness of the programs, while the principle is being applied that money from the Federal Budget /1 million dollars in the years 1969-1970/ should bring in an effective program which could obtain additional resources /from local authorities, subsidies, etc./. The text and the table indicate that out of 21 specific projects started in 1969, 18 /86%/ managed to continue their activities from additional resources so that the method of "seed money" - the term used in the article - has proved to be effective.

26. TADINI, F.: L'autonomia della scuola del bambino nei documenti ufficiali italiani e nelle "Raccomandazioni" ai Governi del Consiglio d'Europa. /The autonomy of kindergartens in official documents in Italy and in "Recommendations" to the governments of the European Council./

Scuola materna, 67, 1980, No.9, pp.575-580, No.10, pp.651-656.

This is a historical survey of attitudes of Italian governments, from the Unification up to the present, to kindergartens, as reflected in official documents; the author also summarises discussions as conducted in the cultural and school education commissions of the E.E.C. countries in the 1970's concerning the position of such schools, including a detailed excerpt from the above "Recommendations".

27. TAKEHARA, K.: Wie eine Japanerin einen schweizerischen Kindergarten erlebte. /How a Japanese experienced a Swiss kindergarten./

Der Schweizerische Kindergarten, 70, 1980, No.2, pp. 82-84.

2 photographs.

A Japanese woman who has lived in Switzerland for a year and whose child has attended a kindergarten there compares the Swiss kindergarten with its Japanese counterpart. Even in big cities in Switzerland, there are small single-class kindergartens, while in Japan there are kindergartens consisting of up to ten classes attended by up to 40 children each. The Swiss kindergarten devotes individual care to children, they are let to be more independent and initiative. Children in Japan singonly in groups, not on their own. When painting, Swiss children choose deep basic colours, whereas Japanese children prefer quiet colours. In Japan, the teacher prepares plans of educational work but, prior to implementing them, she has to dircuss them with the so-called Parents' Council.

28. WINGFIELD, L.G.A.: How to get involved. Developing state policy and long-range planning for children. Childhood Education, 55, 1979, No.4, pp.205-207.

The author discusses how U.S. state policy reflects in preschool education, including long-range planning for children. Inflation and continuously growing costs of living result simultaneously in the reduction of resources allocated to quality child care and development of new programmes. There are also differences in opinions as to the formulation of objectives and tasks to be fulfilled by preschool education today. Quality care can only be provided by modifying the existing programme or curricula, not by a new system. The author recommends cooperation between educational workers, social and administrative workers, school education personnel and other professional people and citizens in seeking changes in state policy and in legislature. Citizen participation is anchored in the Federal law. Most states have agencies that make it possible for child and family advocates to be kept informed about general development through the institutions /Child Development, Child Advocacy or Assistant Secretaries for Children/, which cooperate with municipal educational workers. These agencies are part of the ministry of school education or health or directly of the government. In December 1978, as many as 20 states had an appropriate representation in the government concerning preschool education. These agencies collect the needs and requirements for child care in their states and simultaneously set up working groups or committees to discuss them and to use the results as background material for planning and development. Advisory councils consist of teachers and inspectors who take part in preparing plans of services for children.

The author presents in his article a survey of thirteen principles to be respected by legislative workers in their work.

2. THEORETICAL BASIS OF PRESCHOOL EDUCATION

2.1 General problems

29. BALABAN, N.: What do young children teach themselves. Childhood Education, 56, 1980, No.5, pp.296-303. 18 refs.

This is a survey of some discoveries about child development in conjunction with research into the learning of reading and mathematics. It lays emphasis on the correlation between toddlers as discoverers and children of junior school age as pupils. He mentions the question of inner motivation and learning. Piaget's work and the results of recent research indicate that inner motivation in infants and children constitutes a powerful force. Within a short period of time, they teach themselves to talk, walk, to identify the unknown from the known, to differentiate between the cause and the effect. Piaget's /1963/ well-known records of his own children prove that the infant's movements change very soon from unconscious into intentional ones with the infant's looking for a stimulation of the environment with respect to its own survival. Most studies prove that the effort comes from the infant and that it does not require any other reward than its own satisfaction /Piaget, obs. 111, p. 198/. New observations have proved that, from the moment of its birth, the infant exhibits a great amount of sensory abilities. Its talent includes. the following of a moving object /Greenan, 1973, p. 323/, looking into its mother's eyes /Klaus and Kennel, 1976, p. 70/, responding to sound and light /Brazelton, 1969, pp. 27-28/. By means of interaction with things and people in the environment it pulls, smells, takes, bites - the infant begins to sort out the chaos surrounding it, for it wants to learn /Wolff, 1973, pp.484-93/.

Perception and learning:

1. learning mathematics - toddlers and preschool-age children learn mathematics through quantity: more milk - less water /H Ginsburg, 1977/;

2. learning to read - according to E. Gibson and H. Levin /1975/, "perception learning" constitutes a basis for learning to read. Perception learning is a highly active process on the basis of which persons acquire relevant information from many living and non-living objects existing in their world. Through the means of perception a person acquires information about things and events. On the basis of such learning, the infant acquires the ability to identify its mother's face from the faces of other relatives, it is able to identify various types of chairs and to define it as a chair in general, even though it is not able yet to name it;

3. understanding an order in relation to things;
4. drawing, writing and reading - it originates from handling three-dimensional objects. The infant is used to look at things from many views /Gibson and Levin, p. 240/ and practices this vision also with letters. The same applies to writing - research has proved that children under three not only do not differentiate between drawing or pictures and writing /Levin 1972, Gibson and Levin, p.237/, but that miniature writing appears in their own drawings /Brittain, 1973, p. 13/. Brittain proves that there exists a correlation between experience and ability in drawing and between interest and ability to write. Brittain and others recommend to provide children in kindergartens with sufficient opportunities to drawn and scribble, for it will become the basis of real writing and reading.
   In her study Dolores Durkin /1969/ found that the one feature all children who were early readers had in common was that they used to draw and scribble a lot in early childhood /Durkin, 1969, p. 108/.
5. understanding of language - the importance of quality and stimulating interaction between the infant and the adult in encouraging language development.

L. Berg /1977/ in his book Reading and Loving remarks that love of books, skill of reading and writing do not stem from learning, rather from a warm affective relationship to another human being. Thus, a five- to six-year old child is able to perceive various kinds of objects, to understand relationships between things, to demonstrate and develop language and it is able of such methods of cognition as to concentrate attention, to find a hidden object, to solve problems, to remember, to select information from various stimuli. The author further discusses how to make use of these facts in practice and presents a survey of opinions contained in the studies by Brittain, Ginsburg, Gibson and Levin and Dorothy Cohen concerning methods of teaching to read, write and mathematics in early childhood. He presents instructions for teachers how to guide children methodologically in this period, to encourage in children their inner motivation to teach themselves and to prepare them in this manner for more demanding requirements in a higher type of school.

30. BEDELBAYEVA, X. - SMIRNOVA, Ye.: Obshcheniye so vzroslymi - osnovnoy istochnik psikhicheskogo razvitiya rebyonka. /Contact with adults is the basic source of the child's mental development./

Doshkolnoye vospitaniye, 1980, No.2, pp.32-35.

The paper presents the results of the joint investigations carried out by the researchers of the laboratory for early and preschool age of the scientific research institute for general and pedagogical psychology of the Academy of Pedagogical Sciences of the U.S.S.R. The first contacts between an infant and an adult are related to a situation and a person. They begin in the first months of the infant's life, with its first smile. As early as the second half of the first year, the contact of the infant with the adult is determined by various objects, such as toys; it is related to a situation and an object. This also creates conditions for language development and out-of-situation forms of contact begin, even though situation forms will still continue to be used by the infant for a long time. It is only around the third year of age that the child will switch over from a purely practical form to out-of-situation contact, to making itself understood. The child has a command of the language, it can not only imagine a situation, but it can also convey it to the adult. Out-of-situation understanding with adults constitutes an important factor of the development of child personality and its thinking.

The out-of-situation understanding of the child with an adult has two forms. Cognitive, developing on the basis of a cognitive activity where the driving force is the child's effort to learn everything, to understand it, to acquire it. Later, the child is interested more in events and prowesses developing in interpersonal relations. People, their behaviour and standards of behaviour become the subject of the child's conversation with adults. This leads to the final and most complex - out-of-situation form of contact and understanding, related to personality. It is characterised by the child's effort to understand the behaviour of adults and to experience it together with them. It is formed as early as the age of three to four years in some children, yet it is typical in older preschool age children. This manner of mutual contacts contributes not only to the acquisition of standards of behaviour, but constitutes a prerequisite for the preparation of children for school.Classroom teaching requires from children the ability to concentrate on what the adult is saying, to understand and accept his or her requirements, to act accordingly. In addition, out-of-situation contacts related to personality contribute to the development of abstract thinking. The authors of the article outline in general features the development of an infant's understanding with adults from birth up to seven years. Yet, there exist big differences between individual children. The authors further discuss an experiment designed to use specially organised occupations to achieve a new, so far unattained level of contacts of an infant with an adult, or to overcome some retardment in its social development. There exist varied methods of forming out-of-situation understanding. It is necessary to respect not only the infant's age, but also its character, personal interests and specificities. It is not possible to develop recommendations applying to all children. On the other hand,an adult can substantially influence the social development of a child and to organize not only the content, but also the development of the more advanced out-of-situation forms of contacts of a preschool child with an adult.

31. BĚLINOVÁ, L.: Pět složek komplexního pojetí. /Five components of the comprehensive concept./

Učitelské noviny, 30/83/, 1980, No.12. p.3.

Preschool education is becoming an integral part of educational and teaching systems on a world scale. Many countries recognise the necessity of making a purposeful use of the preschool period in the child's life to increase the potential achievement and effectiveness in general education. Preschool education in Czechoslovakia, in the new concept of preschool education, constitutes the culmination of the development of socialist preschool education so far. The author characterises briefly the orientation of individual educational components making up the core of the content of preschool education /physical, intellectual, language, moral, working, aesthetic, music , art, formation of elements of the scientific world outlook, literary spheres of aesthetic education/ The author further discusses the long-range system of preschool education, objectives of preschool Communist education.

32. BRUNET, O.: Le sourire du nouveau-né ou la naissance du langage. /The smile of the newly born or the birth of language./

L'enfant, 1980, No.5, pp.389-416.

The author poses the question in the introductory part of her article whether all children have the same educational chances. She looks for an answer both in theoretical works and in the study of individual children. The first section of the article contains the opinions of prominent psychologists concerning the first expressions of a newly born infant. The other section contains the records of infants' expressions as observed in the first fifteen days of their life. Five infants were subjected to a systematic observation.

33. DAMBORSKÁ, M.: Deprivační syndrom dříve a dnes. /The deprivation syndrome in the past and today./

Děti a my, 10, 1980, No.1, pp.8-10.
3 photographs.

The author describes the history, origin and development of the deprivation syndrome in children of an early age. The term uses the English word deprivation in the sense of deprivation of mother love. Children that do not receive this love display typical behaviour defects, fail in partnership relations in later life, in their jobs as well as in parental roles. The author characterizes institutional children and their development in the past and today. She describes differences in behaviour of the contemporary institutional child and the child from a normal family /lack of spontaneity, initiative, insufficient socialisation and social sensitivity, lack of active learning and especially lack of a deep affective relation to one mother person resulting in the problem of a lack of solid foundations for moral education/. She discusses the problem of educating institutional children and children from incomplete or broken families today. The deprivation syndrome does not constitute only an institutional affair. It will appear everywhere where the child is not in a day-to-day intensive contact with its mother, where it does not experience a feeling of security and safety due to her presence, where it does not feel happy about their mutual harmonious relationship. Any neglect of a child in early childhood will threaten its physical and mental development irreversibly. It is, therefore, necessary to look in time for an early adoption of an institutional child or to make it possible for it to return to the family environment as soon as possible.

34. DRABIKOWSKA, H.: Ksiaźki z dziedziny wychowania przedszkolnego w XXXV-letniej działalności Wydawnictw Szkolnych i Pedagogicznych. /Books dealing with preschool education in the 35-years' activities of the School and Pedagogical Publishing House - WSiP./

Wychowanie w przedszkolu ,33, 1980, No.10, pp.531-538.
6 refs.

This is a survey of publishing activities using illustrative examples /not a summary bibliography/, divided into the periods of the years 1950-1965 and 1965-1977, including also the contemporary production of the publishing house, laying emphasis on recent publications.

35. DMORUCHA, W.: Więź emocjonalna wychowanków placówek opieki całkowitej z rodziną i jej znaczenie w rozwoju osobowości. /The emotional links of the wards of special care institutions to the family and their importance with respect to personality development./

Chowanna, 23, 1979, No.4, pp.345-360.
9 refs.

The author discusses the importance of keeping contacts between the wards of institutions /children's homes, etc./ and the family with respect to the children's emotional development; he analyzes individual case histories from his own experience and presents a methodology developed to diagnose the emotional links of a child to its family, as well as ways of maintaining the contact and of developing it.

56. Edukcja wczesnoszkolna. /Praca zbiorowa pod redakcju B. Wilgockiej - Okon. /Early childhood education. A collected volume edited by B. Wilgocka-Okon./
Warsaw, Wydawnictwa Szkolne i Pedagogiczne, 1979, 332 pages.
Reviewed by: Krupinska, J.
Ruch pedagogiczny, 22, 1980, No.5, pp. 642-643.

The collected volume deals with psychological and pedagogical questions related to children's education at the very beginning of school instruction /didactics - objectives of education, updating of didactic methods, etc./. Attention is focused on the question of school maturity and the integration of various individual levels of children into the collective making up the school class. The work is designed both for teachers and parents of children attending the first class of primary school.

37. FITZGERALD, S.M.: What are the effects of tests ? Comment.

Childhood Education, 56, 1980, No.4, pp.216-217.
1 table, 2 refs.

The author categorizes tests and their uses at the time of computer development. Computers facilitate to acquire more extensive data on the child's achievement in some subjects. The author further summarizes the effects of tests:

1. on children /are they afraid of the tests, are children classified according to the results achieved in the tests, are they informed about the results, etc./;
2. on the teacher /how much time is needed to prepare the test, do you use tests, do you record their results, etc./;
3. on school administration /a survey, problems with planning work in schools in the district on the basis of results obtained by testing/;
4. on parents /a survey of questions concerning the testing of children at school and the effect of the tests on parents/.

38. GEORGIEV, L.St.: Trudovata podgotovka - osnova na vazrastovata periodizatsiya. /Work preparation as a basis for age categorisation of children./

Preduchilishtno vazpitanie, 28, 1980, No.8, pp. 7-10.
4 refs.

The Soviet pedagogy has investigated the role and position of activities in personality formation, and - in conjunction - the question of age categories in child development. The author of this paper draws upon his own experience with work education and presents a characterisation of individual developmental phases up to six years /up to one year, from one to three years, three to six years/, mentioning briefly also the following stages /six to nine, nine to twelve, twelve to sixteen/.

39. HALISCH, Ch. - HALISCH, F.: Kognitive Voraussetzungen frühkindlicher Selbstbewertungsreaktionen nach Erfolg und Misserfolg. /Cognitive prerequisites of self-assessment responses to success and failure in early childhood./

Zeitschrift für Entwicklungspsychologie und pädagogische Psychologie, 12, 1980, No.3, pp.193-212.
5 tables, 22 refs.

This is a contribution to the so far little investigated problem of achievement behaviour of children in early childhood; the experiment with 62 children aged 28 to 44 months was designed to investigate the children's ability to perceive themselves as the initiators of their behaviour and, accordingly, to judge themselves, one's own behaviour with respect to success or failure. The experiment demonstrated, among other things, that the prerequisite of such an ability was developed judgement on time correlations, especially the ability of time comparison /the children were asked, among other thins, to judge which of the two moving cars will reach its destination first/. In most children this ability was developed around three years and seven months.

40. IVANOVOVÁ, L.: Výchova dětí v útlém věku. /Educating children in early childhood./

Zdravotnická pracovnice, 30, 1980, No.4, pp. 226-229.

1 photograph.

Early childhood is a stage of development of mental life and construction of the foundations of the human being. The author mentions psychologists, paediatricians and physiologists who have dealt with this period since the beginning of the twentieth century.

The concept of educational care in the U.S.S.R. implements the thesis that man's intelligence and abilities are determined much more by mental stimulation in infancy and early childhood than at school-going age. Recently, the attention of Soviet specialists has focused on assessment methods concerning the neuromental development of children in early childhood and on developing the adjustment process of children starting to attend a collective facility.

Other socialist countries also devote attention to these questions.

Children under three are educated either exclusively in the family or in cooperation with an educational facility. The proportion of family and collective education should be subjected to the child's individual needs. All components of the child's personality can develop only in an environment rich in affection. The child needs a constant feeling of security, safety, love and understanding. An optimistic and affective atmosphere makes the child perceptive to educational influence and makes it easier for it to adjust to a new environment, to receive stimuli and to participate actively in their implementation.

41. IVANOVOVÁ, L.: Vývojové zvláštnosti v předškolním věku.
/Developmental specificities at preschool age./
Zdravotnická pracovnice, 30, 1980, No.5, pp.280-286.

Child development at preschool age constitutes a manysided, stormy process. It does not occur spontaneously, rather it is governed by specific laws. To learn these laws and developmental factors of development, its couse and specificities of individual developmental stages is indispensable with respect to influencing the child. The human personality is formed in the interaction of the individual and the environment; the number of combinations, possibilities and alterations is varied. The process of maturing and learning can to a great extent be influenced by systematic education. Stimuli affecting the psychomotor development of the child contribute positively to the harmonious and all-round development of an individual.

The author further briefly describes the developmental specificities typical of individual age periods from the first up to the sixth year of age.

42. Izdatelstvu "Prosveshcheniye" 50 let. /The "Prosveshcheniye" Publishing House is 50 years old./

Doshkolnoye vospitaniye, 1980, No.9, pp.80-81.
1 photograph.

During the fifty years of its activities the publishing house has published over 60.000 editions of textbooks and pedagogical literature totalling 9 milliard copies. The editors responsible for preschool education focus their publishing activities especially on the primary objective of helping personnel involved in practical work. They are

especially designed for teachers and headmistresses working in preschool facilities. Nevertheless, even parents read with interest these publications designed for pedagogical personnel.
From year to year there is an increase in the number of textbooks and reference literature published for students of pedagogical schools and of preschool faculties of pedagogical colleges. In the course of the tenth five-year plan alone fifteen editions of textbooks were published. The authors writing the publications are scientific workers teaching at pedagogical schools, methodologists. The scientific research institute of preschool education of the Academy of Pedagogical Science of the U.S.S.R. has prepared over 100 monographies and methodological works for publishing during the twenty years of its existence. Most of them have been published by the Prosveshcheniye publishing house. There is a great demand for these publications. Some of them have also been published abroad.

43. KUBÁT, K.: 10 let časopisu Děti a my. /The journal Děti a my is ten years old./
Děti a my, 10, 1980, No.4, p.3.
1 photograph.

The author uses this opportunity to evaluate the tasks the journal has fulfilled during the ten years of its existence. The content of the journal has stemmed from the significant development in the society's care of the family, children and youth, which has facilitated the successful fulfilment of the resolutions of the XIVth and XVth Party Congresses. The birth rate has increased significantly, the function of the family has changed, the position of women in our society has changed. Problems have arisen with marriage and parenthood education, problems concerning the needs of construction of collective facilities for preschool children, problems with providing help to employed women. Education to the socialist way of life is becoming a primary task concerning the society as a whole. Requirements grow concerning the level of education, vocational preparedness, the problem arises of vocational choice and the needs of the society, of integrating youth into the life of the society in the period of rapid scientific and technological development, the responsibility of the individual grows, his or her committedness to the society, family and collective. The journal is published by the ministry of health service of the Czech Socialist Republic in Avicenum, the medical publishing house in Prague /forty issues have been published totalling 1280 pages/. The editors have been awarded an accolade by the Governmental Commission on Population for their activity and editorial work concerning parenthood education in the years 1973-1974. Attention will focus in the future on marriage and parenthood education, education to the socialist way of life, care of adolescents especially with respect to vocational choice and prevention of wrong habits /smoking, drinking, drug addiction/, care of handicapped children, of invalids and children from endangered environments, physical education of children and youth, cooperation with social organizations as well as care of the youngest age groups.

44. KUKUROVÁ, Z.: Chudák dítě. /Poor child./
Děti a my, 10, 1980, No.4, pp.31-32.

The author discusses the role boredom plays in child education and enumerates methods of preventing it. Why does the child get bored if it has everything and if we devote so much of our attention to it. The author further discusses boredom as a consequence of bad management of time. There exists the danger of the child getting into the habit; when it grows up it will consider boredom a matter of course and something desirable. Boring people profoundly neurotise their environment so that only a well-disciplined child can put up with them. The author characterizes several kinds of boredom and suggests some methods of preventing boredom.

45. LAW, N.R.: What is early childhood education ? /Some definitions and issues./

Childhood Education, 55, 1979, No.4, pp.200-204.
2 photographs.

The author interprets the meaning of the definition of early childhood education. Early childhood education involves the rearing, education and teaching of children from birth to eight years of age. Administrative and organisational measures taken to provide educational programmes cover a broad scope of action, from the simplest to the most complex ones. Since the year 1960, interest in preschool-age children has grown enormously. The number of personnel in institutions providing care of preschool children has tripled, research into early childhood development has expanded. The author summarises in the following the importance of early childhood education today:

1. Early childhood education means a place for children where they can play and learn /it is organised by adults in a safe and appropriate environment at home, at school, etc./. It can be designed for infants, toddlers, children of preschool and school-going age. The objective is for the children to learn new concepts during play, to experiment during interactions, to learn practical skills and problem-solving. They want to be physically separated from home even though they remain to be bound to it emotionally. They develop a specific attitude to the teacher, educator and to the society and respond sometimes

rather painfully to a changing atmosphere and procedures.

2. As regards parents, early childhood education means cooperation in providing care of children, daily care and stimulation and sometimes counselling and support in fulfilling the demanding tasks of parenthood. The child becomes thus the centre of joint interest of both the parents and the educators.

3. As for the teacher, early childhood education means vocational choice. Accelerated child development and the continuous acquisition of complex and mutually related skills predetermines also the continuous process of education and extended duties of teachers, assistants, administrative and auxiliary personnel, consultants, as well as governmental and social workers. Coordination of programmes beneficial for children and their families should become the major interest of all these people.

4. As regards the society, early childhood education means costs in the first place. The author characterises the main tasks the society faces in securing early childhood education programmes. Regardless of the existence of conflicting opinions of methods to be used in early childhood education, there is a need for a change in the everyday practices of planning the programmes and administrative guidelines for management.

Care and education.

The changing family system predetermines also the change required in the forms of care of preschool-age child /both parents are employed, the divorce rate is on the increase/. Infants and toddlers get care in group facilities or at home /a mother takes another child in addition to her own/. It will be necessary to organise new programs of all-day group care to help young parents who have to go to work to cope with the growing costs of living.

The author further discusses the role of state and professional institutions in providing the required standards and qualified personnel to implement updated early childhood education programmes. He also mentions the necessity of requalification and innovation of educational and pedagogical personnel. Most early childhood education programmes are not implemented due to unbalanced costs, lack of understanding of the problem and nature of some didactic objectives and also due to red tape measures. Programmes must respect the development of socialisation and cultural pluralism in children. Most children need a safe, carefully planned and flexible environment facilitating them to discover the vast world of activities and materials, of children and adults, of feelings and ideas. The programmes should indicate what requirements should be met by kindergarten teachers /an enthusiastic, humane, qualified and care-providing teacher respecting the cultural customs of children, their mother tongue and family interests which are being transferred into the new educational situations/. Current research into early childhood concepts is used to plan early childhood programmes and to contribute to various disciplines. A special attention is paid to Piaget's discoveries based on the observation of his own children. Piaget asserted that a child under eight needs freedom and support to be able to explore and to discover. Elusiveness, causal-sensory correlations and cause-and-effect relations differ from the child's own wishes, anxieties and ideas. Children discover the world surrounding them through manipulation with material and through social communication. The discovering of language and objects progresses parallelly to play. From the adults' point of view, various confrontations are desirable with specific examples illustrating developing concepts. An important role is ascribed to the selection of teaching aids and media for early childhood education. Suitable teaching aids and media are such as make it possible for the preschool-age child to get familiar with objects, to touch them, to taste them, they encourage the child's asking questions, laughing and participating in critical observations. The teachers' and parents' objective should be to choose unorthodox materials and aids for grading and testing. Commercial products may be used successfully if the child is instructed in the correct manner how to play with them. The teacher must be familiar with the individual stages in a child's development and its prospects, must keep careful records of the child to be able to cooperate with it, to discover its predilections and activities, to evaluate its interests and achievement and to submit reports to the parents. Emphasis should be laid on a more effective cooperation with parents, teachers, citizens and politicians to provide, through their concerted efforts, care for all children and to respect children's requirements and needs in spite of the growing inflation and dropping birth rate.

46. LIS, S.: Czynniki wpływajace na rozwoj psychiczny dziecka. /Factors influencing a child's mental development./

Wychowanie w przedszkolu, 33, 1980, No.4, pp.201-209.
3 refs.

This is a summarising paper, yet rich in material, by the author, who has already published two monographs on this subject.

47. LOURIE, R.S. - SCHWARZBECK, Ch.: When children feel helpless in the face of stress.

Childhood Education, 55, 1979, No.3, pp.134-140.
1 photograph, 5 refs.

The authors discuss the role played by stress in a child's life and the forms of overcoming it. All developmental experiences, even though they may cause stress, are - to a certain extent - "organisers" /worry and anxiety concerning a strange person on the part of an infant are organisers of independence, stress and conflicts in training hygienic habits are organisers of controlling instincts/.

Stress may manifest in a child's internal world by new ideas and experience it has discovered. Piaget describes stress as an indispensable prerequisite for learning /in his accommodation-assimilation model/. The study investigates the effects of stress on the organisation of thinking in a child, including the child's response to stress. We recognise three basic types of children:

1. Children that respond to stress by acquiring a higher level of organisation of thinking and behaviour - these children have a congenitally "built-in" ability to mobilise their thinking. Such children handle a stress situation in a flexible manner, integrating the new pattern. Their synthetic cognitive abilities make it possible for them to exploit the stress situation and to adjust themselves;
2. Children that find responses to crises and look for ways of overcoming them without negative responses, yet they are not able to adjust themselves as easily as the preceding type;

3. Children whose behaviour and thinking are completely disorganised in stress situations. These children have basic problems with integrating experiences causing anxiety and stress. If we are to understand children afflicted in this manner, we will have to learn how the experience they have acquired may affect their feelings and behaviour. They have an inborn inclination to a feeling of powerlessness. In case this inclination culminates, a catastrophy may happen. In the face of stress, these children become bewildered and disorganised. They are not able to exploit stress or to overcome it, i.e. they have difficulties with problem-solving. Such children become disorganised on the basis of stress situations in the main psychological stages of development. Before they start school, a conditioned pattern of behaviour will have developed in these children in stress situations or in situations when these children feel insecure. It is possible to identify a child with an inborn problem of disorganisation by asking it a question about the child's experience with school lessons. Another step in helping these children is to learn how they overcome this disorganization to avoid the feeling of powerlessness.

Children coming to school with various learning problems /twenty-five percent of first-graders/, such as perceptive-motor problems, hearing problems, are able of a better organization in the face of stress. Learning problems are easy to overcome by

"superorganizers" facilitating to integrate well anxiety as caused by a light affliction. Children that are disorganized due to stress are not able to face learning problems /disorganization, defeatism and learning problems are closely connected/ and their subsequent development tends towards a chronic disability to learn.
The authors describe five children with a disorganisation response to stress /autistic children, children with cerebral polio/ and analyse their behaviour, their feelings and responses. On the basis of analysis of their behaviour, two types of stress can be identified:

a/ inner stress,

b/ outside stress.

The authors analyze and evaluate the children's answers and their responses to both types of stress. They characterize the role played by teachers and parents and their possibilities of hèlping the children cope with stress situations. More serious cases will require the qualified help of a psychologist or psychiatrist. Parents may choose an effective tactics in teaching their child and to use it automatically in cases when they want to keep the inclination towards disorganization in their child under control. Neurologists have studied both successful organizers and those inclined to disorganization. They have not found any correlations between responses and differences in brain structures or in electro-biochemical processes which may make disorganization possible. It depends solely on parents and teachers to help children overcome and, in some cases, completely eliminate this handicap.

48. MANIKOVÁ, J.: Problémy s adaptací dětí na jesle.
/Problems concerning infants' adjustment to
the crèche./

Děti a my, 10, 1980, No.3, pp.4-5.
2 photographs.

This is a psychological characterisation of early childhood. The period between the first and third years of age is characterised by rapid development. It is especially the motor aspects and language that develop dramatically. Play facilitates the infant to obtain access to spheres inaccessible to it before /relations between people/. Play also makes it possible to practise body control. All mental functions appear in their basic forms in the first three years of life. Language and thinking develop closely interconnected /a two-year old talks by using single words, a three-year old forms more complex phrases and is able to describe simple action/. The infant's affective behaviour is formed and perfected - the family plays an extraordinary role with respect to the infant's normal mental development. There is usually a strong emotional dependence on the mother and a response to a disruption in the relationship means a very serious stress reaction.

Placing the infant in a crèche constitutes one of the forms of disrupting the relationship between the infant and the mother - the infant conceives the seperation as a punishment. The author discusses the problem of infant adjustment to the crèche, enumerating the negative and positive consequences of placing an infant in the crèche. An infant's placement in a crèche represents for it a serious stress situation which may have long-term consequences. The author suggests how the mother may help the infant overcome the critical stage. She includes suggestions in her article how to prepare an infant for starting going to a crèche. The basic requirement is long-term preparation for a certain degree of independence. The infant should gradually get used to the new system and methods. At first, the infant is left in the crèche only an hour or two; after several days, for three to four hours /it will be able to cope with the new environment, get used to the meals, the organisation of the daily routine and to observing hygiene/; finally, it will be left in the crèche for eight to ten hours. None of these measures will prevent the infant's adverse response. Placing an infant in a crèche constitutes such a serious stress situation that some adverse behaviour will be experienced regardless of the countermeasures taken.

49. MÁROVÁ, Z.: Buďte vítáni ! /Welcome !/

Děti a my, 10, 1980, No.4, pp.25-26.
5 photographs.

This is a reflection upon hospitality in contemporary society and the purpose of mutual visits of friends and acquaintances. Today only little refreshment is offered at home. More important family functions, such as wedding, graduation and even funeral receptions are preferrably organised in a restaurant. The author mentions the importance of the introductory phase of a visit and of an apology in case of coming late. She further discusses the preparation of a buffet table and a separate table in another room designed for children. She mentions the significance of an aesthetically laid table with respect to the social manners of the children. Children love restaurants and hotels, they make them feel adult from very young age to adolescence. We should grant them this enjoyment occasionally as part of correct education conducted in a pleasurable and unusual fashion. If a child learns at an early age how to behave in public facilities, his behaviour will not emberrass us on a guided tour, while staying in a hotel both in our own country and abroad. He or she will behave in the same way when adult. We should make it possible for the child to entertain guests in his own home. We should only contribute to the preparation of the function. During their parties, children should be left on their own, without direct supervision, yet they should not be left alone in the flat; we should join in from time to time, without spoiling their entertainment.

50. Mir detstva. Doshkolnik. /Children's World. The Preschooler./

Moscow, Pedagogika 1979. 416 pages.
Reviewed by: Lyamina, G.: Kniga dlya roditeley. Doshkolnoye vospitaniye, 1980, No.4, pp. 76-77.

This is the first volume of a series of publications dealing with problems related to children's education in the light of latest findings achieved in pedagogy and psychophysiology. The authors suggest how to rear children from their birth up to the age of seven years. They describe the complexity of child development, the laws governing its physical, intellectual, emotional and moral development. They devote a lot of attention to play. The final chapter contains recommendations concerning children's preparation for school attendance. The book is designed especially for parents.

51. MUSZYŃSKA, E.: Egocentryzm i jego uwarunkowania.
/Egocentrism and its conditioning./

Chowanna, 24, 1980, No.3, pp.268-287.
27 refs.

The problem of egocentrism has become the subject of study of various scientific disciplines that have approached it from various angles. The author shows that mainly two approaches prevail in the literature: the relationship man-society, viewed from the angle of human social activites, and an approach based on the psychology of processes governing human behaviour, i.e. intellectual, emotional and motivational processes. The author presents the main results obtained by these two trends of research and attempts to formulate her own attitude to the question of genesis of egocentrism and the conditions causing it. She argues especially that a general question leads again to /only/ a general answer; it is necessary to ask specific questions concerning the egocentrism of a young child, or to use different questions to study the egocentrism of an adult person, for one of the prerequisites of selfless behaviour is the need to set bounderies between one's needs, one's motives, etc., and those of others - and this condition cannot be met if a young child is involved. As regards young children, therefore, it is necessary to look for biological conditions, whereas where older and adult persons are involved, to look for the social and motivational causes of the origin of egocentrism.

52. **NELSON, M.R.:** Teaching young children about the law. Childhood Education, 56, 1980, No.5, pp.274-277.
2 tables, 3 refs.

The last decade has witnessed the necessary extension of school curricula by new subjects. The contemporary development of society has made it necessary to integrate law education into the curricula of both kindergarten and elementary school. The basic objectives of the movement calling for law education may be categorised into three groups:

1. Civics - /teaching young people about the law existing in their social system/. The reason for integrating it into the curriculum is growing infantile delinquency, violence and vandalism in schools.

2. Skills - the primary prerequisite for properly conducted law education is the development of skills /the basic skills of the "three R's", role-playing, analysis facilitating to develop cognitive skills, i.e. by developing the ability of critical thinking and problem-solving.

3. Social sciences - the third objective of law education is the focusing on social sciences and their relation to the content of law-oriented curricula /Starr sums up this aspect in Reflections on Law Education, 1973/.

In his essay, Reflections on the Study of Law in Contemporary School, Starr shows how to teach about these concept by means of law education. In what way will practice affect the education of preschool-age children ? Most programmes and aids concerning law education are designed for children going to secondary and primary schools. A kindergarten teacher must teach children all the rules governing their behaviour in the classroom and in the school community. Rules are usually presented to children with only a partial explanation or without any explanation. The author discusses the importance of different methods of work used in teaching about the law in kindergarten /the teacher may illustrate the need of rules and laws by making use of literature and projecting films/. On showing the film, it is possible to open discussion on it during which the teacher will explain difficult concepts. The children are not able to see the correlation between rules and laws and feel that laws do not in any way affect their lives. To illustrate these correlations, the teacher may ask children to take part in a fictitious walk /they will describe a typical day assuming that the activities they are involved in are influenced by legal restrictions or legal protection. It is recommended to provide preschool children with a list of situations and to ask them to choose activities involving the law and to explain how. The author includes an example of "a fictitious walk designed for preschool-age children" in figure 1. Each of the selected activities involves the law in one way or another. If necessary, the teacher may consult the educational programme with the local laywer. Making use of role-playing with respect to social values is, in F. Shaftel's opinion, a very effective tool facilitating a better understanding of law education. The kindergarten teacher may adapt many stories so as to make the children supplement them or invent a conclusion. /Susan Davison Archer has thus adapted many well-known stories for children./ The author of this article presents further an example of analysing the stories and using them for role-playing. Another important part of the law preschool children must learn to understand is the consumer law. Young children are not able to grasp this concept clearly. The author of the article discusses the teacher's role played in explaining this fact and includes an example exercise in figure 2 /Where do we consume ?/. It is necessary to explain to the children that they consume since they are born, that consumption actually means using goods and services. For that reason, all these activities will have to be integrated into the curriculum.

53. PLEŚNIARSKI, B.: Z dorobku publicystycznego katowickiego Instytutu pedagogicznego. /From the publications of Katowice Pedagogical Institute./

Chowanna, 24, 1980, No.2, pp.195-202.

This is a survey of the publications published by the Institute under the summarizing title "Prace pedagogiczne Instytutu Pedagogiki Uniwersitetu Śląskiego". The series started to be published in 1972. The last volume /12th/, included in this article, was published in 1979. Papers appearing in the volumes deal with problems related to methodology, updating of teaching, developmental psychology, and also with questions concerning the economic and social aspects of the school system /such as the legal and social aspects of school administration, etc./.

54. RŮŽIČKA, J.: Dětský pláč a jeho význam. /Infant crying and its meaning./

Děti a my, 10, 1980, No.2, pp.20-22.
2 photographs.

This is a description of the historical development and an analysis of human cry. The author discusses infant cry and its meaning, including the characteristics and function of crying today. A two-week infant cries in about ten different ways. It is actually the first manner of communication of the infant with its surroundings. Infant cry at an early age can be divided into two summarizing categories: the one covers emotions caused by external factors /such as fright, worry, anxiety, pain, insecurity, etc./, the other includes affective qualities which do not constitute a mere passive response, but they have more complex and specific meaning /infants express by crying their anger, gratefulness, emotion, disagreement, they take their revenge; they also experience reconciliation in crying, acceptance and forgiveness/. Both ranges overlap in crying so that it contains simultaneously all the ten affective meanings, emotions and concepts connected with them. The author mentions three examples of an infant's correct methodological guidance with simultaneous comprehension of the various causes of its crying. Cry is a powerful means of self-expression for the infant. Man is the only creature with so many means of communication available and no other creature can make use of crying within such a wide spectrum. Recent research indicates that crying washes away from the body all toxic substances formed due to stress situations. For that reason, the author recommends in conclusion of his article to give free rein to crying and to cry to one's heart's content.

55. SCHNEIDER, J.: Les intentions générales de l'éducation préscolaire. /The main objectives of preschool education./

L'Éducation enfantine, 1980, No.6, pp.5-9.

The author reflects in her article on the objectives and orientation of language education of preschool children the standards of which should be raised, especially in kindergarten. Language development is closely connected with the child's overall life, life situation, broadening of its horizons and enriching its interests. Language education constitutes an integral part of the entire educational process; a formalistic approach both to the child and to the material cannot bring about positive results. To eliminate inadequacies in children's verbal expression, appearing especially in children from lower social strata, it is necessary to develop a new educational programme for kindergarten.

56. SCHNEIDER, J.: De nouvelles chansons et comptines pour nos enfants. /New songs and counting-out rhymes for our children./

L'Éducation enfantine, 1980, No.9, pp.14-15.

The author reports on an international competition organised by UNICEF, collecting the creations of both children and adults. Most contributions draw upon everyday life; they express, for example, critical stands against the family, school and a lack of space for games. These contributions are void of joy and optimism stemming from classic folklore.

To implement the UNICEF project, fifty countries, ranging from Afganistan to Zaire, have been called upon to select and send their best songs to Zurich to be judged by a professional jury; a selection of the best twenty-four songs will be recorded on gramophone records and cassettes which will be distributed all over the world.

57. SIMMONS, B. - WHITFIELD, E.: Are boys victims of sex-role stereotyping ?

Childhood Education, 56, 1979, No.2, pp.75-79.
4 photographs, 15 refs.

Women's liberation has also achieved a new approach to vocational guidance for girls so as to prevent sex-role stereotyping, by making use of new teaching aids and strategies not laying emphasis on sex differences /Simmons, 1979/. The consequences, however, negatively affect boys' education who, as a result of school feminization , have become victims of sex-role stereotyping. The following differences contribute to it:

1. Differences in maturing - girls mature much sooner than boys; the difference is at least two years. From the very beginning of school attendance,

boys perform worse in reading and writing and teachers encourage girls more and even ~~test~~ them more /Mc Neil, 1964/, which again leads to boys´ worse performance. Boys get worse marks, they repeat a grade more ofter, fewer of them complete secondary school /Brophy and Good, 1973/.

2. Problem of school feminisation - 84.4% of all primary school teachers are women /N.E.A., 1971/ and it is 100% in kindergarten. Fine motor skills develop better in girls that is why they excell at school where emphasis is laid on tidy and neat work; they also manifest better verbal readiness than boys /Terman and Tyler, 1954/. Programmes are organised for girls rather than for boys /activities such as drawing, writing/, but active games and physical activities for boys are being neglected.

Piaget believes that verbal communication constitutes an important section of learning and should be encouraged. And it is owing to girls´ verbal talents that dominant interactions in the classroom occur. As a consequence, boys´ language development is restricted by insufficient opportunities to practice, which adversely affects knowledge acquisition by means of verbal communication. The authors further present some interaction classroom patterns. Research results show that girls are ~~tested~~ ten times more than boys, less reprimanded and more praised.

The result is the overrating of girls and underrating of boys. It has been proved that the teacher's expectations affect the children's self-confidence. John Miller /1976/ states that a person evaluated as a low-achiever or who takes a negative attitude to school will have problems with learning: this even applies to most basic knowledge. Many studies have confirmed that teachers behave differently towards boys and girls even during classes. Sucher has found that a teacher waits 7.7 seconds for a girl's answer to a given question and only 2.2 seconds for a boy's answer /Mc Cormack, 1976/. Brophy and Good /1973/ found that girls were better evaluated and got better marks in comparison with boys even though their performance was not that excellent. Classroom behaviour affected the children's perception of the teacher's attitudes. Helen Davidson and Gerhard Lang /1960/ found that those students who were aware of their teachers' appreciation behaved much better in the class and performed better than those negatively evaluated by the teacher. This study is based on the assumption that the teacher's perceptions play an important role with respect to classroom behaviour and that sex differences are affected by the teacher's attitudes. Another negative link in the chain affecting sex differences between boys and girls is the pressure of the society. Boys are expected to be successful at sports and physical maturity. If a boy does not perform up to expectations, he is considered "effeminate" by his peers and the negative evaluation of the parents and teachers seriously affects his self-assessment. The same applies to boys with respect to musical, literary or artistic talents or if the boy shows his emotions in the public /unhappiness, anxiety, fright/. The society influences very early the vocational choice of preschool children. Teachers, parents and counsellors are to blame for the persistent stereotyping by encouraging their children to choose traditional men's or women's occupations. The authors of this article call for a new role of vocational guidance designed for boys, the necessity to create for them an optimal educational and teaching environment. The objective of educational personnel will be to learn individual differences and to plan such educational experience as would differentiate and enhance the development of the congenital abilities in each child. If equal opportunities for both the sexes are achieved, children's aspirations and ambitions will neither be affected or restricted by the sex-role stereotyping any more.

58. SIMMONS-CHRISTENSON, G.: *Om barns omgivning och mentala hälsa.* /Environment and mental health./ Förskolan, *63*, 1980, No.2, pp.27-28.

This is an interview with Jerome Kagan, American psychologist, published in the documents of the American ministry of school education and social welfare. He discusses the necessity of adequate care of preschool children and of guiding them to independence. An early recognition of talent forms a prerequisite for the successful development of all common and exceptional abilities of a child.

99. THERRIEN, S.: Beyond 1979: The futures of our children.
Early Childhood Education, 13, 1980, No.1, pp.3-8.

On December 21st 1976 UNESCO declared the year 1979 the International Year of the Child, aimed at defending the rights to liberation from physical and mental oppression for all children in the world. The celebrations of the International Year of the Child fall on the 20th anniversary of the Declaration of the Rights of the Child /1959/ by the General Assembly of UNESCO. Will this event affect somehow the lives of our children in the future ? What does it means for kindergarten teachers, educators, school-masters? In Alberta, pedagogical personnel and parents come across everyday oppression of children. The number of children who get into a conflict with the law increases dramatically. It will be necessary to change attitudes of adults to children /taking care of children is much more important than material wellbeing/. It will be necessary to change rapidly the industrialized model of the world which is becoming obsolete and leads mankind into decline. Our definition of happiness and success is related to economic expansion, profit, nationalism, competition - all this leads to overpopulation, environmental pollution, supertechnology, urban concentration and resource restriction. These phenomena bring about in man the feelings of isolation, depression and result in health deterioration. We should not teach our children how to be competitive, rather how to cooperate with others, on an international scale, we should encourage modesty in them, rather than expansivity. Children should approach problems on a "comprehensive" scale, not in detail. The author of the article further submits a survey of ideas concerning modern preschool education as presented by Dr. Robert Bundy, including their analysis. He also characterises the objectives of teachers, educational and pedagogical personnel active in preschool education today. He states the necessity of altering existing attitudes and practices in preschool education. He reports on the agenda of the conference in Alberta, whose subject entitled Forward-Looking Thoughts concerned the following:

1. Children in conflict -
    - a/ role of conflict as a driving force of development
    - b/ necessity of artificially induced conflict to encourage social change for the benefit of children

c/ necessity of avoiding a conflict in conjunction with our behaviour in front of the children /the syndrome "do it as I say, but not as I do it"/.

2. Encouragement of children's creative expression - not only by means of art, such as music, drama, fine arts, but children must also be able to express themselves creatively in thinking.

3. A new approach to academic skills and teaching content /we must not teach reading in such a way as would educate non-readers/. A description is included of new methods of teaching about scientific investigation, social studies, etc.

4. Encouragement of healthy physical development - the most difficult task; extensive changes will be necessary in this respect /concentrated urban lifestyle will have to be transformed into a rural style of living in the city; restrictions imposed on industrialisation will create a healthy environment for children .

60. WIECKOWSKI, R.: Z zagadnień postepu pedagogicznego w nauczaniu poczatkowym. /Concerning the objectives of pedagogical progress in beginning teaching./
Chowanna, 24, 1980, No.1, pp.12-26.
2 refs.

The author focuses his attention on an analysis of the concept of pedagogical progress and its constituent parts, i.e. innovations. They are classified into subject-oriented innovations, further subdivided into interpretative and creative, and into activity innovations, further subdivided into specifying and original; the author deals separately with innovations in the field of beginning teaching.

61. ZARRY, L.: The need for cross-sex-typed career models in early childhood.

Early Childhood Education, 13, 1980, No.2, pp.17-22.
5 photographs, 19 refs, 9 bibliogr.

Vocational guidance plays an important role as early as preschool age. Irregularity in vocational choice specifically male- and female-oriented can be traced back to early childhood. Sex-role stereotyping is determined during the mother's pregnancy when she wants to have a son, not a daughter /pink colour for girls, blue for boys, doll playing versus car playing/. Television programmes, books and literature for children are differentiated for boys and girls. This trend continues at school-going age. Such situations prevail in children as division of school duties according to sex, various physical activities and facilities specifically for girls, making use of different textbooks for both sexes in teacher roles where women are the teachers and men administrators. Schools restrict job mobility especially for girls by behaviour stereotyping expected from the pupils by their teachers. Many teachers are specifically oriented on one sex /boys require more attention than girls/. Does there exist a constant biological basis supporting sex typology? A survey has confirmed that it does exist /female children are less aggressive than male children/. The difference has been found only a slight one and can be eliminated only by correct education in a specified environment. If we are not able to study boys and girls on an identical scale, it is impossible to learn what differences in behaviour /if any/ exist between the sexes. Mental stress from sex type affects both boys and girls. Nolter argues /1973/ that passivity in girls is encouraged to such an extent that in the face of stress she is so exhausted as to turn to apathy and escape. Challenges requiring from boys to prove their courage and competitive behaviour may become a basis for developing aggressive characteristics. Boys are more susceptible to mental disorders than girls in early childhood, but later the situation reverses, owing to the und erating of girls both at home and at school. It will be necessary to supplement educational models at school, laying emphasis on non-stereotyped or cross-sex-typed models. The need of re-educating the members of the community, especially the young ones, with respect to the sex role in new career models has become the subject of experimental study. Forty first-graders were divided into two groups: control and experimental. Cross-sex-typed career models were presented to the experimental group /twenty models altogether/; on looking through them, they were asked to draw a picture, whereas the control group took part in routine classes. After eleven weeks of instruction, the boys in both groups were subjected to a test requiring that objects should comply with imagination or fictitious situations in career choice expressed by a drawing or by recognising a series of pictures which could seem as typical of one sex or as untypical. Untypical models included cross-sex-typed models, i.e. those not traditionally dependent on sex. The research results indicate that the control group oriented themselves exclusively on occupations typical of its sexes, whereas the experimental group identified girls with models which were not exclusively designed for girls. The researchers have come to the conclusion that career model restrictions in children's concepts in early childhood have far-reaching consequences, for the social models of adults are built up at this early age. The objective, therefore, should be to re-educate children in early childhood so that they can think of career models typical of both the sexes, thus to restrict or completely eliminate career stereotyping.

62. **ZOBERMAN, N.:** *Réussite scolaire, milieux sociaux et représentations du role de l'école.* /School achievement, social environment and the role of school./

L'Éducation enfantine, 1980, No.4, pp.19-20; No.5, pp. 19-20; No.6, pp.19-20; No.7, pp.17-18; No.8, pp.21-22; No.9, pp. 21-22.

The author discusses the problem of achievement in the reading and mathematics of first-graders /cours préparatoires/. On the basis of data obtained by a questionnaire he states that the achievement expected by teachers from their pupils is affected by children's social background /No. 4/. In the same way, parents'attitudes to school differ according to their social status /No.5/, In No.6, the author deals with the question whether intellectual level accounts for success or failure at school; the article is entitled Le niveau intelectuel et la réussite scolaire /Intellectual level and school achievement/. Assessment of school achievement is simultaneously an assessment of social environment. The author reflects on the question whether education can play a compensatory role in preventing failure /No.7/. Mothers' employment is considered one of the factors of children's failure at school. The results of the questionnaire indicate that women's employment may reflect in children's school achievement both as a positive and a negative factor; it depends on the social status of the family /No.8 - the article is entitled "Le travail de la mére et la réussite scolaire"/ Working mother and school environment/. The results of the questionnaire point to the important role played by the social factor with respect to school achievement and the necessity of developing a "strategy" of this problem.

2.1.4 General problems viewed from the biological angle

63. DUNLOP, K.H. - STONEMAN, Z. - CANTRELL, M.L.:
Social interaction of exceptional and other children in a mainstreamed preschool classroom.

Exceptional Children, 47, 1980, No.2, pp.132-141.
3 charts, 28 refs.

The author reports on the results of a well-documented study /it has been conducted for a year/ of the behaviour of exceptional children /with various physical handicaps, mentally backward, etc./ in a mainstreamed preschool classroom with respect to social interaction /between children of both groups and between children and adults/. There were two

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teachers and 21 children in the classroom at the ages between four to six years /11 boys and 10 girls, 11 black and 10 white children/, out of which twelve children were classed as mentally backward /as a result of observation and tests/. The study has confirmed significant changes in the behaviour of individuals and in the mutual interaction in both groups, but also an overall growing homogenity of both groups, and receding differences in behaviour. It has not confirmed the hypothesis that handicapped children are driven into isolation by their peers /but the authors point out that long-term research will be required in this respect; in case observation samples from a shorter period were used, false results would be obtained/. The results of the study seem to justify the conclusion that joint education of handicapped children and normal children in preschool facilities positively affects an improvement in their sociability and behaviour in social interaction.

64. ABROMS, K.I. - GOLLIN, J.B.: Developmental study of gifted preschool children and measures of psycho-social giftedness.

Exceptional Children, 46, 1980, No.5, pp.334-348.
2 tables, 24 refs.

This study is a preliminary investigation inspired by the need to understand better the term "psychosocial giftedness" /usually used as part of a broader definition of abilities and talent /Karnes and Collins, 1978/. The phenomenon of social giftedness has been demonstrated by many psychologists and educators /Abroms and Collins, 1977; Builford, 1959; Hunt, 1928; Jarecky, 1959; Strang, 1930; Taylor, 1968; Terman, 1954; Thorndike, 1936:. Psychosocial giftedness includes /either separately or in combination/ communication, ability of leadership and moral development /Abroms and Collins, 1978; Galgher, 1975; Jarecky, 1959; Karnes and Collins, 1978; Taylor, 1968/. The authors present a definition of social cognition and of social cognition and intelligence, discuss prosocial behaviour and social cognition. They describe the methods of study used. The subjects were twenty children from senior class with the I.Q. of 134 /12 boys and 8 girls/. The average age was 40.4 months /within the range of 34-46 months/.

1. Demographic measurements. A questionnaire was filled completed first by the parents and doctors of the children /date of birth, sex, height, weight, number of siblings, sex of siblings and the family's medical case history/.

2. Social cognition measurements. These were carried out by means of a battery of long-term partial assignments which were a modified version of tests used in the past for normal children from one to five years of age /Flavel, Botkin, Fry, Wright and Jarvis, 1968; Masangkay, Mc Cluskey, Mc Intyre, Sims-Knight, Vaughn and Flavell, 1974; Zahn-Waxler, et. al., 1977/.

The test assessed three aspects of social cognition:

1. Perceptive-perspective receptioh,ability to judge other people from a visual perspective.

2. Conceptual-perspective reception, ability to perceive wishes, needs or ideas of another person.

3. Affective-perspective reception, ability to perceive the affective state of another person.

The author describe five perspective-perceptive tests of reception, the results of the tests, their analysis and comparisons.
Perceptive, conceptual and affective tasks of social cognition were carried out in autumn and in spring. The following procedure was used: at the beginning of the school year, the kindergarten headmaster sent off questionnaires to parents. Three psychologists

visited the parents in their homes, for two hours. The social behaviour of the children was measured during free play in the kindergarten and in three weekly periods in spring and in autumn by means of The Preschool Social Observation Measures /PSOM/. Each child was observed 10-4 minutes during 10 days and 160 x 5 second behaviour samples were obtained during each period of observation. The observations were carried out by four persons: two professors, one college graduate and one college student /five 20 minutes' observations of each child/. A corresponding coefficient with a high frequency in the behaviour categories was 90 and over in both the periods. A survey of the measurement results is shown in table 1 entitled Pearson Correlation Matrix for Selected Demographics and Fall Social Correlation Matrix for Chronological Age, I.Q., Mental Age and Social Cognitive Tasks in Fall and Spring. The study discovered a falling correlation between the incidence of prosocial behaviour and between the measurements of intellect of samples of gifted preschoolers. Even though the correlation between perceptive and conceptual tasks for role acceptance and I.Q. and mental age grew from autumn to spring, the correlation between results of Borke's test and I.Q. and mental age manifested a falling tendency. An increase in prosocial behaviour may be expressed independently of measurements of cognitive development. The absence of a significant correlation between social cognitive tasks and prosocial behaviour in autumn and in spring indicates that psychosocial giftedness can be enhanced best by prosocial behaviour tasks. Since I.Q. and perceptive and conceptual social cognitive tasks were correlated and they had only a remote bearing on prosocial behaviour in the child's subsequent development, there exists, therefore, an indication of multiple giftedness supporting these discoveries. What is the importance of such discoveries for a teacher of intellectually gifted preschoolers ? The authors include in their article a methodological instruction for parents and teachers how to work with these children in kindergarten and at home. Creative play and role-playing constitute the best methods of educating these children. Teachers should encourage purposeful thinking /means-end/ in gifted preschoolers and thus stimulate their prosocial behaviour.

65. BAGNATO, S.J. - NEISWORTH, J.T.: The intervention efficiency index: an approach to preschool program accountability.

Exceptional children, 46, 1980, No.4, pp.264-269.
2 tables, 18 refs.

The authors deal with the problem of measuring the efficiency of early intervention programmes designed for handicapped preschoolers. Progress measurements of the child are insufficient. When assessing the efficiency of the programme, factors should be respected such as maturity, involvement in some social environment, or experience acquired outside the programme which will satisfactorily account for the child's progress. Standard methods of research cannot be applied in early intervention programmes. Simeonsson and Weigerink /1975/ suggested an "efficiency index" for assessing the programme. Their index is designed to integrate data comparing small children with various functional skills and various types of handicap in time intervals within the programme aimed at carrying out a standardized comparison of developmental progress. Their approach constitutes a valuable contribution to a practical assessment of early intervention programmes. Yet, the method also has some shortcomings. This is why an invervention efficiency index has been developed to discover changes in the child's abilities related to time spent on the programme. The index also records individual progress and progress in the group under the conditions of average developmental achievement inside and outside the sphere of curriculum in the course of each month the child participated in the intervention programme. The intervention efficiency index is based on two principal variables:

a/ on the index of developmental gain /before the test and after the test, expressed in months/

b/ on the length of participation in the intervention programme, expressed in months.

The authors characterise five steps required for a transition over to the intervention programme. They mention the advantages of the technique of programme assessment by means of the intervention efficiency index and present a survey of applications of this method in experimental practice. They present a survey of the programme of developmental measurements /each preschooler with a serious handicap is assessed twelve months after joining the programme/. A table is included indicating the trends of progress of sixteen preschoolers at the ages between 16 and 60 months in four fields of development: language development, socio-personal development, motor development and problem-solving. Table 2 gives the overall data for a comparative intervention efficiency index. The actual value of the invervention efficiency index lies in the possibility of making comparisons between various measurements of developmental progress, such as achievement, subjective judgement of observation, curriculum and interview involving several functional spheres. The reliability, validity and applicability of the intervention efficiency index depend on the use of several methods of progress assessment involving various functional spheres.

66. BÁTOVSKÁ, L.: Účinná pomôcka pri posudzovaní vývinu dieťaťa. /An efficient tool in judging a child's development./

Zdravotnícká pracovnice, 30, 1980, No.1, pp.30-31.

The assessment of a child's developmental level poses difficulties stemming from a lack of agreement, sometimes even conflicting views in characterising the process of development and education of children in early childhood. It is, therefore, necessary to unify the terminology used in characterising and assessing child development, both with respect to practice and experimental work. This need has been supplied by a professional dictionary prepared by a team of researchers of the State Methodological Institute for Children's Homes in Budapest. It consists of entries and explanatory text in five languages. It deals with basic static positions and movements of the infant up to the beginning of independent walking. Most entries are supplemented by illustrations facilitating interpretational clarification.

67. BERTOGLIO, C.: Metodologie di aggiornamento delle educatrici di scuola materna. /Methodology for updating the work of kindergarten educators./

Scuola materna, 68, 1980, No.1, pp.23-26; No.2, pp.113-115. 1 ref.

The author comments on the deepening gap between the obsolete concept of kindergarten teachers' education and the dramatic and basic changes in the position of the kindergarten in the society, with respect to new community institutions, the effects of mass media, etc. and formulates the principles and methods of for "updating" teacher activities - by means of self-education, working in hobby clubs, study in correspondence courses /he elaborates these suggestions in detail on specific examples/.

68. BLAŽEK, B.: Hřiště pro stavění se na hlavu. /A playground for standing on your head./
Děti a my, 10, 1980, No.4, pp.22-24.
3 photographs, 2 figs.

The author describes and analyses an experiment carried out with children to find out how to design an unorthodox children's playground. He presents the result of the discussion of the designer Jiří Kašťák with children aged nine to ten about the new children's playground. The designer drew first a sketch of an unusual children's playground. The children were asked to write a number into the drawing in places where they thought something could happen. At first, these were only very commonplace and unimaginative ideas, so he asked the children to separate these ideas by a thick solid line and to think of something crazy that could be done on the playground. The author of this article further analyzes the crazy ideas, summarizes them and classifies them under more general concepts. Boys mention quite often "something drastic, provocative absurdity, black humour". The category of "something drastic" takes the third place with the girls, the first place is taken by the category of "animals", the second "fairy tales and myths". The fourth place both with the boys and with the girls went to the category "physical movement", "technology" won the second place with the boys, out of all technology only robots found grace in the girls' eyes. What actually is crazy ? The child is born into a world full of current and real events. The child's needs represent in this world a regularly emerging, alarming island of the possible and sometimes even impossible and crazy. We can, and it is even desirable to try to achieve the possible, whereas by trying to achieve the impossible we usually waste our energy. It is, therefore, vitally important for man to learn to identify the boundary between the possible and the impossible. The author mentions the function of the concepts of impossible in man and the ability to express them through play. Such play fills man with special bliss - it is throughout his or her life that he or she tries to put at least something from the impossible into real life. All discoveries and inventions have come into being as a result of this childhood ability to make mistakes and to play around with the impossible. Some childre were on the verge of discovering the invention of the rocking bungalow, flying cinema /figs. 1 and 2/. Some categories of ideas were in conflict with the laws of nature. In conclusion, the author discusses the importance of adults playing "crazy" with children and how it affects the development of intellectual abilities of both the child and the adults.

69. BOLECHOWSKA, M.: Dojrzałość szkolna w świetle tradycji i aktualnych tendencji oswiatowych. /School maturity in the light of tradition and current educational trends./

Chowanna, 24, 1980, No.1, pp.27-39.
12 refs.

The author briefly outlines the history of attitudes to the question of "school maturity" and continues to discuss the relationship between school reform and the question of school maturity, as well as practical problems of testing children; the paper is based on the results of the research carried out by the Institute of the Developmental and Pedagogical Psychology in the Psychological Institute of Silesian University conducted in the years 1973-1975.

70. BOROWSKA, T.: Kary i nagrody w wychowaniu dziecka przedszkolnego. /Punishment and reward in the education of a preschooler./

Wychowanie w przedszkolu, 33, 1980, No.7/8, pp. 404-408.
   9 refs.

The author presents the results of a two-year study /1978-1979/ combining direct observation, interviews with children, with kindergarten teachers and a questionnaire to find what punishments and rewards were used and what were their effects /in kindergarten education/.

71. COLL, M.: Quelques remarques à propos des jeunes ruraux. /Some comments on rural youth./

L'école maternelle française, 1980, No.7, pp.5-7.

The author reports briefly on a questionnaire organized in the International Year of the Child by the French national committee of OMEP. The author of this article focused her attention on how the child gets from home to kindergarten, what are the conditions for accepting a child to kindergarten, what is the everyday routine in kindergarten and what personnel supervises the children.

72. COOPER, C.R.: Development of collaborative problem solving among preschool children.

Developmental paschology, 16, 1980, No.5, pp. 433-440.
3 tables, 20 refs.

The study was designed to investigate how preschool children communicate in joint problem solving and how these ways of communication help towards effective problem solving. There were 32 pairs of children involved, of the same age and sex; one half were younger children /average age 3 years 5 months/, the other half were pairs of older children /average age 3 years 5 months/, the other half were pairs of older children /average age 4 years 4 months/. Both age groups consisted of the same number of pairs of boys and girls. These were pairs of children going to kindergarten who used to play often together. The pairs of children were set the task of finding out together by means of weighing with children's scales which two cubes from a set of cubes of the same size but different weight always weighed the same. The children's behaviour in this collaborative problem solving was recorded by means of a video tape-recorder. On the basis of an analysis of this recording it was found that older children had considerably improved their skills of collaborative problem solving. A better achievement was enhanced especially by such methods of communicative behaviour as issuing directives and instructions and responding to the partner's questions and directives. An important role was also played by the accuracy of naming objects the children were handling and the accuracy of naming the mutual relationships between objects; while the denominations used by the children did not always necessarily tally with the denominations used by the adults. In the author's opinion, communication skills in collaborative problem solving are admittedly more difficult than in the mere asking of questions and answering them; on the other hand, they are less difficult than communication skills required when one child instructs another or in persuasive communications when one child changes the views of another child.

73. CORTER? C.M. - ZUCKER, K.J. - GALLIGAN, R.F.:
Patterns in the infant's search for mother during brief separation.

Developmental Psychology, 16, 1980, No.1, pp.62-69.
28 refs.

The study was designed to investigate how a nine-month-old infant solves the problem of finding its mother who has left it in a room. A sample of 36 infants was used; they were divided at random into an experimental and a control group; both groups were equal as to sex. The investigation consisted of three successive experiments during which the infants' behaviour was observed and recorded by a video tape-recorder. In the first experiment in which both the groups took part, each infant saw its mother leave through one of the two doors open. In the second experiment, the infants from the experimental groups watched their mother leave the room through a different door than in the first experiment; on the other hand, the infants from the control group saw their mother leave again through the same door as in the first experiment. In the third experiment, restricted to the control group, the infants saw their mother leave through a different door than in both the preceding experiments. The results of these experiments showed that in the first experiment most infants managed to find their mother by crawling to the door through which she had disappeared. On the contrary, in the subsequent experiments, in which the mother had left through a different door than in the first experiment /in the control group this was also the second experiment/, most infants made the mistake of crawling again to the same door behind which they had found her before even though they could have seen very well that their mother had left through another door on this occasion. This corresponds with the behaviour of nine-month-old infants in Piaget's experiments in which the infant looked for an object hidden before its eyes and where this object found in one place is transferred to another place. The experimental results testify to the fact that the nine-month-old infant's search for a lost mother is closely connected with the level of developmental comprehension of an object achieved by the infant at this age.

74. CRASE, D.R. - CRASE, D.: Onlies are o.k.
Childhood Education, 56, 1979, No.2, pp.97-99.
5 refs.

Approximately one out of twenty Americans /about 10 million people/ is an only child. Out of all American women under 45, or over, 18% had only one child in the year 1970. The percentage of women having only one child doubled in 1975 as compared with 1967. Forecasts for the future indicate that the average couple will have only one child in 1990. The average family has reduced the number from 3.4 children in 1960 to about 1.86 children today. The main reasons are an increase in childcare costs as well as women's liberation and employment. Even though paediatricians, psychologists and educators have endeavoured to persuade parents to have more than one child, they have not prevented the trend of having only one child in the family. In 1976 university students were asked to describe the qualities of only children. They wrote the following: only children are ill more often, they are two self-centred, they require continuous attention, they are not independent, they are hot-tempered, ambitious and unhappy. Falbo focused on these original statements in his study conducted in 1976. He identifies only children as children with a unique combination of traits typical of first-born children, such as high intelligence and motivation to success and of traits typical of later-born children, such as independence and trust worthiness. J.G. Claudy' study of twenty-seven thousand students /1976/ confirms the advantages of only children. By the end of an eleven-year research, students from small families were better educated, had better paid jobs and were happier in their jobs than students from larger families. Children from single-child families were successful on college graduation, whereas the others only around the age of thirty. The results of the research have confirmed that only children have many advantages in comparison with children from larger families. Differences were found especially in intelligence /higher I.Q. in only children/, success at study, interpersonal orientation, in developing sex-role. The author further discusses some problems related to only children, including future prospects of development. Research studies have proved that only children are lonely and often ill, sometimes with character defects. Parents should be called upon to guide their only children towards correct social behaviour - an only child needs interaction with its peers to facilitate socialization and the growth process. A lack of such opportunities means that the child will not learn effective communication skills, will not achieve responsibility necessary for a modulation of aggressive acts, may have problems with sexual socialization and will fail in building up moral values /Hartup, 1976/. It is only the quality of parental care and opportunity of communication in a collective that will determine and shape the fate of an only child. Setting up a favourable environment facilitating social, mental, physical and mental development should be the objective of all parents, regardless of the number of the children in the family.

75. CUMMINGS, E.M.: Caregiver stability and day care.
Developmental Psychology, 16, 1980, No.1, pp.31-37.
2 tables, 20 refs.

The study was designed to investigate what effective bonds develop in a day care facility between small children and caregiver and how these affective bonds are affected by the stability or unstability of caregivers, i.e. how much time is spent together by the children and caregivers in the day care facility. The study consisted of two partial experiments; the one was conducted in a laboratory and investigated the child's preference for its mother, stable and unstable caregiver and a strange person. The other experiment was conducted in the day care facility and comparisons were made between the child's responses to stable and unstable caregiver in a situation of the mother's leaving the child there. An experimental group of 30 children was investigated at the ages between twelve to twenty-eight months from a day care facility and a control group of 14 children from families. The experimental results showed that the children preferred mothers to caregivers and caregivers to strangers. Preference for a stable and an unstable caregiver depended a lot on the specific social environment in which the experiment was carried out. The children preferred stable caregivers to unstable ones in day care facilities; on the other hand, in the laboratory where the mother was present all the time, the children stuck to their mothers and in many cases they did not even go near the caregivers. In the day care facility, however, most children did not show any unhappiness over their mother's leaving; when their mother handed them over to the caregiver, they did not try to leave with her. In principle, it has been demonstrated that caregiver stability in day care facilities does play a role in building up a relationship between the child and the caregiver.

76. GALIŃSKA, D.: Zahamowanie psychoruchowe jako wyraz zaburzeń u dzieci w wieku przedszkolnym. /Psychomotor disorders among preschool children as a manifestation of affective disturbance./

Wychowanie w przedszkolu, 33, 1980, No.6, pp.330-335.
7 refs.

This is one section of an extensive paper based, in addition to the literature, on an experimental study of a group of six-year olds; it lays emphasis on the decisive influence of the family and discusses some problems appearing in family education.

77. GOTTS, E.E.: Long-term effects of a home-oriented preschool program.

Childhood Education, 56, 1980, No.4, pp.228-234.
7 refs.

The author presents a report on a study of the long-term effects of a home-oriented preschool programme carried out in families in West Virginia, which has not been completed yet. The report is focused on the results of the introductory study which is part of a more extensive study. Since the study was started in 1978 and final results will not be available till the end of 1980, it was decided to publish partial results, for they were considered of an enormous importance for all preschool education specialists. The research was started by an experiment entitlet HOPE - The Home-Oriented Preschool Education.

It consists of the following stages:
a/ draft measurements;
b/ preliminary findings;
c/ procedure expected to be used in the future.

And finally, we will consider in the report the use of the study in preschool education in general and in home-oriented preschool education in particular. The system of services provided for home-oriented preschool education by The Appalachia Educational

Laboratory, implementing the HOPE project, consists of the following:

1. daily television lessons for three- to five-year old preschoolers watched at home and weekly published instructions for parents to understand what the child learns in the lessons, including a methodological instruction how to carry out similar activities at home /this event is called Around the Bend/;
2. weekly visits in families made by an assistant with special qualifications. He instructs the parents how to work with the children at home, helps them tackle problems and mediates contacts between parents and social organizations providing social and health care to the families;
3. weekly group /one and a half days/ care for the child in company of other children under the supervision of a qualified teacher and assistant, making it possible for the parents to transfer gradually care of the child from the home to a new environment - school.

These three components of the programme were designed to raise the efficiency of the role of the parent as a teacher by providing methodological guidance and support /specific skills involved methods of observing the child, its behaviour and development, ability to make use of the child's interest, motivation and developmental level, learning activities suitable for use at home and in the community. The parents keep a parent's notebook accumulating all the data for immediate use. Methodological help and guidance, including information, are provided by the programme personnel with whom they discuss problems and achievements. They also receive the necessary practical aids, see demonstrations of methods of how to teach the child and they get help in finding and pooling resources. The HOPE Project was designed as a system concentrating childcare and educational and developmental needs of children from Appalachian families and their preschool children. The project involves families from the mining area of West Wirginia. An analysis of the families shows /Bertram and MAC Donald, 1971/ that most parents of the subjects come from places with population under 2.500 where the majority of mothers and fathers had completed their secondary school education. As to social status, these are lower middle-class families. Each year of the three-year study the AEL committee conducted a battery of preschool preliminary, subsequent and final tests of all the children involved. The results of these served as a basis for assessing the effects of three different conditions of care:

1. television broadcasting only /TV group/;
2. television broadcasting and an assistant's visits in the family /TV and HV groups/;
3. television broadcasting, visits in the family and group care /TV, HV and GE groups/.

These groups were also compared with a fourth, control, group outside the programme which did not follow the television broadcasting. The general assessment of the results of the programme was completed in 1970-1971 /Bertram, Hines and MAC Donald, 1971/. It demonstrated that all three groups including internal social control /television broadcasting/ peformed better than the control group outside the programme, in The Appalachia Preschool TEST-APT - test of conceptual development in early childhood and in The Marianne Frostig Developmental Test of Visual Perception. These two groups which were visited at home /TV-HV and TV = HV - GR/ performed better in APT and in some of the Frostig Test in comparison with the group that had watched only the television broadcasting and the control group outside the programme. Both the groups visited by an assistant performed better in Peabody Picture Vocabulary Test /PPVT/ in comparison with the other two groups. Some subtest differences were found in The Illinois Test of Psycholinguistic Abilities. AEL has also completed systematic observations of the social skills of three groups studied only by AEL. This analysis found that the TV-HV-GR and TV-HV children had more advanced social skills than the TV group children. The HOPE experiment entered a new stage and was tested both in rural and in urban environments in five Appalachian states /1971-1973/. A section of the experimental subjects was transferred to elementary school population to stay there till further research within the HOPE Project. The original HOPE subjects were chosen by a special set of procedures to make sure that the subject involved would be from the Appalachian country. The children and their parents were evenly distributed into three groups of study: TV, TV-HV, TV-HV-GE. All three groups were equivalent originally. This did not apply to the control group. For that reason, this group was not included into the continuing research. Most of the original results of assessment /Bertram, Hines and MAC Donald, 1971/ demonstrated only a few or slight differences between the TV-HV and TV-HV-GE children. For the purpose of further current study, the TV-HV and TV-HV-GE groups have been combined /a group of families and children who received visits by an assistant at home during preschool age: the TV group will be a control group supervised by the district school committee. Its objective is to provide only limited preschool experience and to make it easier for the child to start school /Bronfenbrenner, 1974/. Visits in families have a special effect, important for the development and skills of the parents themselves - the project will enable them to acquire such skills which they will continue to use even when it is accomplished. The authors report on the current research conducted within the HOPE Project. It begun in 1975 and was supported by AEL. Children were placed /50% of the original sample/ in urban schools. The schools cooperated with AEL in recording the children's achievement in school from the third to the seventh grades, in 1974-1975. The children that had participated in the HOPE Project did not differ from the others. A key study conducted by AEL analysed school achievement and found significant differences between the children that had only watched television broadcasting and the children visited at home, in the percentage of school attendance, on the average and in the results of the general standardized test of basic knowledge which was set to all the children that had completed the third grade. AEL also subsidised another long-term detailed study of both children and their families. The State Educational Institute provided the initial subsidy for planning the study in autumn 1977 and another for completing the major section of the study in 1978.

The draft and measurement procedures. Out of 600 children that had taken part in the HOPE Project in 1968-1971, 341 were transferred to the following study. Their school achievement continued to be observed, both in plans concerning education and career, feelings of friendship towards others, attitudes to authority /of the teacher, parents/, attitudes to their peers at school and to social interests and in participatory attitudes to the sex-role and in expected behaviour and emotion control in cases of unforeseen events. The authors further analyze the preliminary results and make comparisons. They mention development envisaged in the future. Interviews with the parents and the child were completed in 1979. A detailed study of younger children will be accomplished in 1980. The author suggests their uses in practice. The research results indicate that early childhood education programmes will have to continue relying on parental cooperation, Better results will be achieved if parents, participating in the HOPE Project, will receive more help in guiding their children through primary school. The authors further discuss the importance of test assessment. When assessing the effects of the programme, attention should be paid to the socio-emotional progress made by the child and to differences in the ability to overcome obstacles in the psychosocial development. The researchers investigated teaching subjects, school achievement results, results achieved in the ability and performance test at school conducted with all the children /from third to sixth grades/. The children were from over 100 different classes from four urban schools. Attention was focused on slow-learners, children placed in special schools and children requiring other kinds of special care. The teachers were asked to complete a school behaviour checklist making it possible to determine the child's behaviour pattern in interpersonal school environment /Gotts, 1976/. The checklist points out to problems such as depression, personal disorganisation and defensivity. Finally, an interview was made with each child /35-45 minutes/, of two different types:

1. "direct" - the child was asked to talk about its expectations, values, attitudes and plans concerning education and career; feelings of friendship towards others; attitudes to authority /teachers, parents/ in relation to parents and peers at school and social interests and participatory attitudes; to the sex-role and to expected behaviour and emotion control should some unforeseen events happen /locus of control/.

2. "indirect interview" - it makes use of the tasks of the emotional developmental test /Cohen and Weil, 1975/ designed to investigate the child's orientation on succèss in conjunction with 13 major developmental tasks /socialization with a stranger, confidence, consciousness/. The child does not talk about itself, but solves developmental problems presented in a pictorial form.

AEL has developed and tested new procedures in scoring T.E.D., discovering a child's progress made in developmental progress in terms of Erikson's theory /ERIKSON, 1963/. The parents of HOPE children were also interviewed both by the direct and indirect methods. The questions were identical with those used with the children and comparisons were made between both the groups. In conclusion of their paper, the authors sum up the results and analyze in detail both the groups of subjects.

78. HEINEKEN, E.: Ebenen kognitiver Verarbeitung und Reproduktionsleistung im Kindergartenalter. /Levels of cognitive processing and reproduction performance in early childhood./

Zeitschrif für Entwicklungspsychologie und Pädagogische Psychologie, 12, 1980, No.2, pp.144-153.
2 tables, 23 refs.

This was an experiment conducted with children of two age groups - 3/4 years and 5/6 years - designed to investigate the ability to identify what the subject was able to see /guiding question: "Where have you seen it?"/, or to classify objects according to their physical or semantic qualities. The experiment was based on the theory of "levels of processing" involved in the working of children's memory, developed mainly by English and American psychologists /Craik and Lockhart et al./. The researchers investigated the effects of special stimulating conditions on performance /i.e. the levels of processing/. In addition to a description of the experiment, the author discusses in his article the hierarchy of these levels with respect to the effect aspect.

79. JACOBSON, J.L.: Cognitive determinants of wariness toward unfamiliar peers.

Developmental Psychology, 16, 1980, No.4, pp.347-354.
1 chart, 1 table, 18 refs.

This experiment was designed to test the hypothesis according to which the origin and development of wary behaviour of infants toward unfamiliar peers depends on the development of cognitive abilities. It was conducted with the sample of 23 pairs of infants, longitudinally studied at 10, 12 and 14.5 months. A laboratory nursery was used to observe at these age levels the infants's behaviour toward a familiar and an unfamiliar peer; wary behaviour toward peers was determined by means of five different behavioural indices. The level of maturity achieved in manipulatory play with objects was used as an indication of the existence of the infant's new cognitive abilities; it made it possible to establish mutual relationships between individual objects. The researchers found that wariness toward both unfamiliar and familiar peers developed especially intensively between the 10th and 12th months; signs of wariness toward unfamiliar peers were more marked than those toward familiar peers. The hypothesis has been confirmed that the origin and development of wariness depends on the origin of new cognitive abilities, especially the ability to compare realities perceived with the cognitive patterns stored in the memory; an indication of such abilities was, in the experiment, manipulatory play facilitating the establishing of objects into mutual relationships. The high level of this play at 10 months made it possible to predict an earlier emergence of wariness toward unfamiliar peers. In addition, the existence of wariness toward unfamiliar peers depended on the amount of the infant's preceding contacts with familiar peers at home; it was assumed that these contacts had contributed to the developing of cognitive patterns required for the interaction of infants aged 10 to 14.5 months with their peers.

80. KALIŠOVÁ, A.: Psychomotorický vývoj dětí prvních oddělení mateřských škol s předchozí výchovou v prostředí domova a mikrojeslí. /The psychomotor development of children in first classes of kindergarten with preceding education in home and minicrèche environment./

Československá pediatrie, 35, 1980, No.4, pp.239-240.
1 table, Czech abstract, 9 refs.

This is a brief report on a study conducted in Kutná Hora in the years 1975-1976. A psychomotor test by Jirásek was used to investigate fine and coarse motor development and non-verbal and verbal mental development. The subjects were 25 children coming to the kindergarten from the family and 25 children coming from a minicrèche. The results did not indicate any statistically significant differences in the investigated skills of psychomotor development between children with preceding education in the home and in the minicrèche.

81. KAYE, K. - FOGEL, A.: The temporal structure of face-to-face communication between mothers and infants.
Developmental Psychology, 16, 1980, No.5, pp.454-464
3 tables, 2 charts, 12 refs.

The objective of the study was to find the course of interaction between a mother and an infant when the mother holds the infant on her lap, trying to attract its attention to herself and plays with the infant in the usual way. The experiment was conducted with 37 infants aged 6, 13 and 26 weeks. Interactions between mothers and infants were recorded by means of a video-tape-recorder. On the basis of a detailed analysis of the recordings, the researchers investigated the face-to-face communication between the mothers and the infants and what was the temporal structure of such interactions. The behaviour of the mothers and the infants was classified into seven categories of behaviour patterns. Correlations between the mother's and the infant's behaviour were analyzed at three levels and the following main results were obtained:

1. With increasing age the length of time diminished during which the infants looked into their mothers' faces; on the other hand, the time during which the infants devoted attention to their mothers was gradually filled with an ever richer and a more balanced exchange of face-to-face communication between the mothers and the infants.
   The mothers' expression activities significantly influenced the attracting of the infants' attention. The mothers of the youngest infants attracted their attention by touching them, changing position and by moving the infants.

2. The infants responded to their mothers' expression activities by vocal expression, smile and wide opening of the mouth; yet, while in the youngest infants these manifestations were mostly responses

to the mothers' expression activities, infants aged 26 weeks manifested these expressions mostly independently of their mothers' behaviour: when these infants began paying attention to their mothers, they tended to manifest all the above described expressions.

3. A typical sequence of communication between the mother and the infant was the following: the mother waited first for the infant to pay attention to her. When this happened, she "greeted" the infant by her smiles, emphasized by facial expressions and head movements.

The infant responded by "greeting" again the mother itself by vocal expression and a wide opening of the mouth. With increasing age, the infants increasingly "greeted" their mothers on their own, changing thus over from a mere responding to their mothers' behaviour to a spontaneous communication with them.

82. LEVITT, M.J.: Contingent feedback, familiarization, and infant affect: How a stranger becomes a friend.

Developmental Psychology, 16, 1980, No.5, pp.425-432.

2 charts, 26 refs.

The objective of the study was to investigate what was the effect of the following two conditions on the affective response of an infant to a stranger:

1. the infant by its behaviour could or could not control the appearing of a stranger;
2. the infant's gradual familiarization with the stranger.

The subjects were infants aged 9.5 to 10.5 months; one half were boys, the other half girls. Experiments with the infants were conducted in two stages immediately following one another. In the first stage some infants could and some could not control by their behaviour the appearing of a stranger /by means of touching a specific object/; in the case of infants that could not control the behaviour of the stranger, this stranger uncontrollably appeared either less or more frequently. In the following stage, the infant's response to the stranger was investigated in two situations: a/ when the stranger was gradually approaching the infant, b/ when the infant was let free to play in the presence of both its mother and the stranger. The infant's behaviour in the latter stage was recorded by means of a video-tape-recorder. The experimental results showed that in the first stage of the experiment the infants repponded to the stranger more positively when they were able to control by their behaviour the appearing of him ; the infants' response was also positively affected by a more frequent appearance of the stranger. The positive effect of controlling the appearing of a stranger manifested itself also in the following stage of the experiment when the stranger was approaching the infant. In the course of free play, however, the positive effect of initial controlling the behaviour of a stranger showed only in girls, not in the boys. The main result of the experiment is the confirmation of the significant effect of controlling the behaviour of a stranger on the affective response of an infant toward the stranger.

83. PANTYUKHINA, G.V. - PECHORA, K.L. - FRUKHT, E.L.: Diagnostika nervnopsikhicheskogo rasvitiya detey pervykh trekh let zhizni. /A diagnostics of the neuromental development of children under three./

Moscow, Meditsina 1979.
Reviewed by: Bogomyakov, M. - Sivkov, I.
Doskholnoye vospitaniye, 1980, No.4, p.79.

The book presents a methodology of diagnosing children's neuromental development; it differs basically from the methodologies used abroad. The authors base the identification of developmental stages on the laws governing children's neuromental and physical development, as they manifest themselves in the course of their growth, learning and current education. Instead of statistical testing, they have studied objective facts, selected the most important and conclusive indices. They present specially prepared situations of an experimental type. This approach facilitates the setting of various tasks to the child to identify in the best possible objective and specific manner the child's

abilities and level of neuromental development from birth to the age of three.
The book is designed for physicians, educators, medical faculty students and students of pedagogical institutes.

84. PAVLOVA, L.: Universitet pedagogicheskikh znaniy.
/Pedagogical knowledge university./

Doshkolnoye vospitaniye, 1980, No.10, pp.92-93.

A university specialized in pedagogical knowledge was organized for preschool education personnel in the year 1977, on the initiative of the Scientific Research Institute of Preschool Education of the Academy of Pedagogical Sciences of the U.S.S.R. and the Central Methodological Board. The courses were oriented on the tackling of the following problems: to raise the ideo-theoretical standard of knowledge in the field of child psychology and preschool pedagogy: to convey to pedagogical practice all new findings of the research conducted in recent years by the Scientific Research Institute of Preschool education of the Academy of Pedagogical Sciences of the U.S.S.R.; to train a team of preschool educators to disseminate psychological and pedagogical knowledge in individual districts. The three-year course of ten cycles contained the theory of preschool pedagogy and psychology, physiology of child development, mental child development, problems related to physical, moral and aesthetical education, early childhood games and family education questions. Lectures were presented by scholars from the Scientific Research Institute of Preschool Education. They were supplemented by various forms of pedagogical education: consultations, demonstrations of aids, joint work of the preschool education institute lecturerees and the students on some of the problems. Ouf of the forty diploma thesis topics, the students could choose a problem they were interested in and to work on it for weveral years. The final conference was convened in May 1980, generalizing the experience obtained in the university. The three-year course has considerably broadened the students' horizons, their orientation in various fields of preschool pedagogy, has helped them to get acquainted with the best experience. The university of pedagogical knowledge may be considered the most effective, progressive form of generalizing, disseminating and introducing the best experience into practice.

85. PAYNE, J.: Výživový režim a hodnocení výško-hmotnostních souborů dětí patnácti mikrojeslí a jeslí v Kutné Hoře.
/The dietary routine and assessment of height and weight sets of children going to fifteen minicrèches and crèches in Kutná Hora./

Československá pediatrie, 35, 1980, No.4, pp.237-238.
2 plots, 6 refs.

The author presents a brief report on a survey designed to investigate whether there existed differences in the nutrition of 26 children going to the regional crèche and 61 children going to minicrèches. The survey was conducted by a clinical examination using the standard approach, focused on an identification of clearly defined signs of insufficient nutrition and the assessment of the height and weight index by Kapalín. The survey has demonstrated that there do not exist any differences between children going to the regional crèche and minicrèches and that there do not exist any signs of malnutrition.

86. PLUT, D. - VULETIĆ, L.: S kim, kde i shta rade detsa u bloku 45. /With whom, where and what do children from appartment block 45 do./

Predshkolsko dete, 10, 1980, No.1, pp.27-41.
3 tables, 6 plots.

The authors describe the methods and results of a survey conducted one day in one appartment block in New Beograd. The objective of the survey was to investigate how and with whom children spend their time from birth to seven years of age, i.e. preschool-age children /there are about 400 children of this age in the block/, throughout the week.
The survey has brought a number of valuable and interesting results, both from the sociological and educational points of view.

87. **SHORE, D.N. - JACKSON, N.E. - ROBINSON, H.B.:** Achievement test performance of intellectually advanced preschool children.

Exceptional Children, 46, 1980, No.8, pp.646-648.
1 table, 8 refs.

This is a study of the performance of intellectually advanced preschool children in the Peabody Individual Achievement Test, which constitutes a suitable tool to assess the academic aptitudes of preschool children. The test demonstrates an acceptable level of inner consistency and stability. It is assumed to have an adequate validity with respect to performance in the general intelligence test. The suitability of the Peabody Individual Achievement Test cannot be judged merely by a minority of selected groups of preschool children without further research; the current discoveries, however, indicate that it would be effective to promote these efforts. The authors further summarise the results obtained on the basis of assessment of the test performance and discuss them. Table 1 gives the coefficients of inner consistency for four PIAT subtests with initial testing and a survey of tested and repeatedly tested correlations for subtests as well as the overall test results.

88. SCHMIDT, D. - TIETZE, W.: Perspektivenübernahme und Sozialverhalten bei Kindergartenkindern. /Taking over perspectives and social behaviour of kindergarten children./

Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie, 12, 1980, No.2, pp.154-166.
2 tables, 18 refs.

The objective of the authors was to develop a correlation model between the "taking over of a perspective and social behaviour in a dynamic dvelopmental situation, i.e. prior to a definitive fixing of a relationship. The term "taking over of a perspective" means the ability of "ego" to take over the perepective of "alter". The theoretical model was empirically tested by an experiment in a kindergarten; the subjects were 99 children aged three years 5 months to 6 years 11 months. The experiment has confirmed the hypothesis of a significant correlation between "perspective" and social behaviour.

89. La sperimentazione. /Experimentation./

Scuola materna, 67, 1980, No.13, pp.841-851.
1 photograph.

The editors of the journal discuss with prominent educators the subject of suitability of experimentation in the current situation in kindergarten; the objective of most experiments is to find an optimal method of preparing preschool children for reading and writing; they also discussed some alternatives of experimenting focused on other problems.

90. ŠTĚTINA, S. - PALFYOVÁ - ŠIMONOVÁ, I.: Prostředí mikrojeslí a psychomotorický vývoj dítěte. /The mini-crèche environment and the child's psychomoter development./

Československá pediatrie, 35, 1980, No.7, pp.365-366.

The authors report on a single examination of the psychomotor level of 65 children from 15 minicrèches and of 28 children going to the regional crèche in Kutná Hora. The survey was designed to find an answer to the question whether the minicrèches, which employ lay personnel, can facilitate the basic development of the children's mental and motor skills. The researchers identified guiding scoring characteristics of the psychomotr development of individual children on the basis of a scoring assessment of skills acquired in the field of coarse motor development, control of the hand, speech development, sensory development, development of play, habits and behaviour toward others. The data obtained were processed by using Student T-Test and the sequential analysis test. Comparisons with the results of the survey conducted in the regional crèche have demonstrated that the minicrèches can, with a consistent methodological guidance by the health authorities and bodies /paediatrician, crèche nurse, hygiene officer/, secure the fulfilment of educational tasks set to the crèches.

91. VOLMAR, F.R. - HODER, E.L. - SIEGEL, A.E.: *Discrepant social communications,*

Developmental Psychology, *16*, 1980, No.5, pp.495-505 .
2 tables, 1 chart, 21 refs.

The objective of the study was to investigate the discrepancy existing between various communication channels, especially the discrepancy between the visual and auditive channels. Thirty-two children aged 13 to 42 months were observed in the presence of their mothers. The experimenter conveyed 8 requests to the children; these were systematically distributed between the visual and auditive channels. Some requests asked the child to go closer to the experimenter, others, on the contrary, asked the child not to go to him. Some requests were identical on both the channels, some were discrepant. It was found that all children came closer to the experimenter only when he clearly invited them with a smile, with an assuring nod of the head and with the words "come here" said in a pleasant tone of voice. When the experiemnter's request to come nearer or, on the contrary, not to approach him, was transmitted only by one channel / either visual or auditive/, then about three quarters of the children obeyed the request.

If, however, the requests on the two channels were discrepant, then the children's behaviour demonstrated a much bigger variability; yet, more children obeyed the requests transmitted through the auditive channel in comparison with the requests transmitted through the visual channel.

92. WINNYKAMEN, F. - DAMERVAL, M.J.: Contribution à l'étude de la socialisation: imitation et modélisation des choix chez des enfants d'âge préscolaire. /A contribution to the study of socialisation: imitation and modelling of choice of preschool children./

Enfance, 1980, Nos. 1-2, pp.39-48.
3 tables.

The authors present a brief report on a study of sixty four- to five-year old children of both sexes. Its objective was the study of direct imitation and of the agreement or disagreement of the child's own choice as compared with what the teacher chose for the children. The results, obtained by means of variation analysis, indicate that direct imitation begins to recede from the fourth year of the child's age. Simultaneously, differences between girls and boys appear, girls identify themselves with the teacher more often,while boys take up an opposing stand.

93. ZMANOVSKIY, Yu.: Psikhologiya rebenka i doshkolnoye vospitaniye. /Child psychology and psychophysiology and preschool education./

Doshkolnoye vospitaniye, 1980, No.8, pp.33-36.

The brain develops very intensively in early childhood. Around six, seven years of age, it practically reaches its definite weight /90%/, its functions develops fully, i.e. those necessary for sensory perception and intellectual processes. Qualities specific of man, such as logical thinking, creative imagination cannot develop spontaneously, as products of the organic development of the brain, but they are conditioned by social circumstances and education. According to many Western psychologists and educators, the main factor in personality formation is biological heredity and the social environment serves to develop these inborn traits.

The Soviet psychologists argue that the main factor in personality formation is the social environment and activity playing a decisive role in acquiring the social experience. With increasing age, the role of hereditary factors diminishes. In the course of personality development, the character of activities changes, their leading forms alter. At preschool age, these are orientation and scouting activities, later on play, the so-called production activities /constructing, drawing/, as regards older preschool children, these are specific forms of learning aimed at familiarization with reading and fundamentals of mathematics.

The results of current psychological and pedagogical research indicate that four- to six-year old children have a higher psychophysiological potential than assumed so far. This especially reflects in intellectual activities. Under specific circumstances preschool children are able to understand generalised knowledge of simple relationships between phenomena, of causes of events. It has been found that these children are able to overcome impulsive behaviour and to develop simple forms of volitive control.

Preschool instruction introduced into the system of public preschool education brings about an intensification of intellectual and volitive development. A question arises where its limits are. Brain development is completed only around the end of preschool age and it may easily be overburdened. This is why the study of children's intellectual performance constitutes an important problem of preschool education. All these discoveries point out to the necessity of developing further forms and methods typical of preschool pedagogy which would differ both quantitatively and qualitatively from school instruction.

It will also be necessary to study the developmental periodisation of mental development. Each developmental stage is specific in its sensitivity to a particular activity. Research proves that an intensive development of complex methods of perceiving space and time takes place at preschool age. Preschool children have an imaginative memory, an ability to imagine things, processes and mutual relationships between people in an object manner, they are full of creative imagination. It is these mental qualities, typical of preschool age, that should receive appropriate attention.

The education of a harmoniously developed child, comprehensively prepared for school attendance, should be tackled not in the form of an artificial acceleration, but by an enrichment of the child's mental development. The Scientific Research Institute of Preschool Education of the Academy of Pedagogical Sciences of the U.S.S.R. is developing a new curriculum of educational work making use of the results of research conducted in the field of preschool pedagogy and psychology in the last decade. Their introduction into practice will result in a further perfection of preschool education.

94. ZUMKLEY, H.: Zur Gültigkeit von Banduras modeling - Paradigma für die Agressionsforschung. /On the validity of Bandura's modelling-paradigm for an aggression study./

Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie, 12, 1980, No.1, pp.30-39.
19 refs.

Among the studies of aggressivity of preschool children A. Bandura's experiment has become well-known /a paper by himself et al. in Journal of Abnormal and Social Psychology, 1963/. The modelling-paradigm formulated by him has for a long time been applied in subsequent empirical studies; recently, however, it has been subjected to criticism. This article is an answer to the critical polemic against Bandura's theory by the authors Michaelis and Tedeschi /1976; 1974/. The author of this article has repeated the classical experiment with 77 kindergarten children and confirms on the whole the validity of the above mentioned paradigm.

2.3 History

95. A l'école de Montessori. /In a Montessori school./
L'école maternelle belge, 1979/1980, No.5, pp.211-214.
2 figs.

The article is reprinted and translated from the Italian journal Vita Dell'Infanzia /December, 1979/. It demonstrates how to make use of M. Montessori's classical didactic material to develop not only senses, but also quantitative thinking on the basis of the set theory. The development of the sensory organs constitutes a prerequisite for the development of mathematical thinking.

96. BIBANOV, T.: K 60-letyu detskoy komissii VTsIK, /On the 60th anniversary of the commission on children of the All-Union Central Executive Committee./

Doshkolnoye vospitaniye, 1980, No.12, p.64.

On the proposal of V.I.Lenin, a commission was set up within the All-Union Central Executive Committee in 1921, aimed at improving the life of children. F.E. Dzerzkinskiy was its chairman. Its task was to supply children's needs in the difficult post-war time. A famine threatened the Volga region due to a period of drought. Tens of thousands of children from the afflicted regions, preschool children among them, were evacuated to Moscow and to Byelorussia. The commission and its branches were very active in founding preschool facilities. In the 1930's, the members of the commission took part in a cultural and educational movement in conjunction with the so-called "Preschool March", in support of expanding the network of preschool facilities, improving their equipment, selection and education of pedagogical personnel. In the year 1932, there were 2.755.000 children visiting kindergartens. The contribution of the members of the commission on children of the All-Union Central Executive Committe and its branches was considerable.

97. BIBANOV, T.: Obshchestvo "Drug detey". /The society "A Friend of Children"./

Doshkolnoye vospitaniye, 1980, No.4, p.10.

The society "A Friend of Children" was founded on the initiative of F.E. Dzerzhinskiy in the year 1923. Its objective was to assist the state in childcare on a comprehensive scale. The first member of honour of the society was V.I.Lenin. Local branches were quickly set up; on the initiative of N.K.Krupskaya they unified later in an All-Union society. The society published the magazine "A Friend of Children"; it advised what should be done with respect to children's wellbeing, reported on good experience and examples. The budget of the society was made up from membership fees, earnings from subbotniks, donations of individuals. The society promoted public preschool education and used its budget to found crèches, kindergartens, children's playgrounds.
Many members of the society who had become involved in work in crèches and in kindergartens completed their education and became outstanding specialists.

98. CACH, J.: *Dítě v české pedagogice.* /The child in the Czech pedagogy./

Prague, School Information Institute of the Ministry of School Education of the C.S.R. 1979. 110 pages.
Reviewed in: Předškolská výchova, 34, 1979/1980, No. 5, pp.140-141.

The author describes chronologically and evaluates critically the approach to the child, attitudes to childcare and children's education from the viewpoint of the Czech pedagogy, touching upon the situation prevailing in Slovakia. He mentions the specific features of the development of pedagogy in this country and in the world. The study is divided according to individual social formations.

99. *Congrès international de psychologie de l'enfant.* /International Child Psychology Congress./

Enfance, 1980,No.4/5, p.323.

A special issue of the journal Enfance carries documents concerning the International Child Psychology Congress, organized by the Association for the Development of the Scientific Study of the Child /ADESE/ on 1st-8th July 1979 in Paris. The Congress was convened on the occasion of the International Year of the Child and was attended by over two thousand specialists from sixty countries in the West. It brought together specialists in various disciplines /sociologists, psychologists, paediatricians,

linguists, ethnologists, educators and democrats/ who have contributed by their papers to defining the actual discipline and problem of child psychology.
A collected volume of material presented at the congress contains the results of the agenda discussed at the congress. A wide range of problems were discussed, such as ontogeny models, socioaffective development, emotive deficiency, cognitive development, symbolization, language psychology, special intelligence and communication, interiorisation of social models, stereotype development, sex differences in education, relationship between culture, education and society, relationship between democracy and family, socio-medical and psychopedagogical problems of foreign and immigrant children, problems of unmanageable children, mental hygiene and school achievement.
The solutions of many of the above mentioned problems also contained a developmental aspect and were viewed from the angle of preschool age. The following groups focused their attention on this particular age: intersensory relations of the infant and ontogenetic development, psychobiology of the child in development, socialization of the child in the first two years of life, infant education in various cultures, psycho-pedagogical problem of preschool education and prevention in early childhood.
The congress documents reflect the current state of development of the above problems of child psychology existing in Western countries and are also inspiring with respect to preschool age pedagogy.

100. DRENKO, J.: Počiatky telesnej výchovy v predškolských zariadeniach u nás. /Beginnings of physical education in preschool facilities in this country./

Predškolská výchova, 34,1979/1980, No.8, pp.206-209.
13 refs.

The author describes the development of kindergartens in Slovakia and in Bohemia before 1848. There existed attempts to introduce physical education for preschool children as early as 15th century /the Hussite movement/, later on in the Czech Brethren School and in the educational system developed by Comenius. The first kindergartens founded in the 1830's also introduced children's games, physical training and walks. Physical education was practised in the kindergarten in Trnava, where A. Rehlingen was active. His theory of preschool education included a system of physical movements, such as locomotive /games/, music, singing, chase games, gymnastics and walks. According to the timetable of 1833, after the children had met at eight o'clock, they took part in a 45-minutes' session of gymnastics. There also was a subject called "play and exercise with music in the garden". There were daily gymnastic sessions from 8 to 9 a.m. and from 2 to 3 p.m.
The Hungarian School Congress, convened in June 194 1848, suggested that every kindergarten should be provided with a garden equipped with physical training apparatus and toys. The resolution of the congress also called for encouragement to body development and creation of a joyful atmosphere, training of educators in music, drawing and physical training.

It became impossible, however, to implement the above proposals after the defeat of the bourgeois revolution.

101. FALTIN, M.: Jan Amos Komenský a svět dieťaťa. /John Amos Comenius a the world of the child./

Predškolská výchova, 34, 1979/1980, No.7, pp.197-198. 1 photograph.

The author reports on the 6th Scientific Colloquium held in Comenius Museum in Uherský Brod in September 1979. It was entitled "Comenius and the world of the child" and attended by a delegation of the Czechoslovak Peace Committee and by another 40 scholars, comeniologists and educators from all Czechoslovak universitites, comeniological institutions, J.A. Comenius Pedagogical Institute in Prague and specialists from the Polish People's Republic /3/, Hungarian People's Republic /2/ and the Federal Republic of Germany /1/. The papers and discussion interventions presented at the colloquium will be published by J.A. Comenious Museum.

102. GAYEVSKAYA, P.: Rasvitiye obshchestvennogo doshkolnogo vospitaniye v Arkhangelske. /Developing public preschool education in Arkhangelsk./

Doshkolnoye vospitaniye, 1980, No.7, pp.62-64.

The first kindergarten in Arkhangelsk was founded in the year 1917. At that time, there did not exist any educational curriculum, nevertheless, the teachers came forward with creative initiative. From the 1930's on, works kindergartens began to be established. In 1933 summer recreational activities were launched, kindergartens started to spend the summer months in the country. Children got substantial food, use was made of the natural conditions to make the children become hardy. A preschool department was opened at the Arkhangelsk Pedagogical School in 1939, for teacher training.

During the years of the Great Patriotic War, efforts were focused on protecting the lives and health of children. Most kindergartens were evacuated from towns to areas which were not so dangerous. In addition to educational work, kindergarten teachers, together with other kindergarten personnel, took care of all other work necessary to keep the kindergarten operational: they worked in the garden, sewed, made aids. In spite of the difficulties connected with the wartime period, the teachers' pedagogical creativity developed. Their best experience was generalized and disseminated.

Preschool education began to develop dramatically after the year 1945. In 1959, combined creche-kindergarten facilities began to be established. Currently, there are 170 preschool facilities in the town. Ninety-six percent teachers have secondary-or university-level specialized education.

103. GÓRNIAK, L.: 60 lat działalności Sekcji Wychowania Przedszkolnego. /The sixty years of activities of the Section for Preschool Education./

Wychowanie w Przedszkolu, 33, 1980, No.2, pp.76-83. 3 refs.

This is a brief outline of the history of preschool education in Poland from the year 1919, both in the field of organization and that of concepts and methods.

104. MAJEWSKI, S.: Wychowanie przedszkolne w okregu szkolnym kieleckim 1945-1950. /Preschool education in Kielce school district in the years 1945-1950./

Ruch pedagogiczny, 21, 1979, No.5, pp.602-613.

This is a profound historical study based on archival documents, literature and statistical figures; the author presents not only summary data, but also takes notice of the distribution of the kindergarten network, its organization, working conditions, etc.

105. MICHELET, A.: Jean Piaget, /1896-1980/. /Jean Piaget /1869-1980/./

L'éducation enfantine, 1980, No.3, p.31.

In his brief eulogy the author recalls the life of the famous Swiss psychologist, J. Piaget. He characterises the main ideas anchored in his work: the development of a child depends on its freedom, activity and personal experience on which an educator relies in instruction. He concludes his article by including the bibliography of Piaget's major works: La psychologie de l'intelligence; Le développement de la notion de temps chez l'enfant; Six études de psychologie; La représentation du monde chez l'enfant; La genèse du nombre chez l'enfant; Le judgement et le raisonnement chez l'enfant.

106. MIŠURCOVÁ, V.: O životním díle Marie Bartuškové. /On Marie Bartušková's life-long work./

Predškolská výchova, 35, 1980/1981, No.1, pp. 22-23. 1 photograph.

This is an evaluation of M. Bartušková's work on the occasion of the late author's 80th birthday anniversary. She influenced through her work the development of kindergarten education both in the field of school organisation and preschool pedagogy. She devoted a lot of efforts to the preparation of future teachers and their further education. Her activities were recognised on an international scale and she contributed to the promotion of Czechoslovak preschool education abroad. The literary heritage of M. Bartušková consists of over 100 titles and includes books, collected volumes, journal essays and articles, reviews, reports and unpublished manuscripts. They remain a source of knowledge of both her personality and of the time in which she lived and worked.

107. OKUNEV, I.: Oni rabotali s N.K. Krupskoy. /They worked with N.K. Krupskaya./

Doshkolnoye vospitaniye, 1980, No.2, pp.41-49.
2 photographs.

These are the memories of preschool education workers concerning their meeting with N.K.Krupskaya. The author of the article highly appreciates the contribution of N.K. Krupskaya to the development of preschool education in the U.S.S.R.

108. Pamyati tovarishtcha. /To commemorate a comrade./

Doshkolnoye vospitaniye, 1980, No.2, p.94.
1 photograph.

This is an article to commemorate Nina Mikhailovna Aksarina. She was born in 1899 and on graduation from university she started to work in the Institute of Protection of Motherhood and Childhood in Moscow. Since 1949 she was in charge of the course The Development and Education of Children in Early Childhood established within the department of paediatrics in the Central Institute For Further Education of Physicians. Later, a department of child physiology and development was established there, headed by her till 1971, when she retired. Aksarina was the author of scientific works concerning the intellectual development of children in early childhood, especially language, children's play, specific features of learning in early childhood. She was the founder of the science of child development in early childhood, she defined the laws and stages governing child development, and developed a scientifically grounded system of child education in crèches. Many of her works have been translated. Her work The Education of Children in Early Childhood in Children's Institutions was published in Czechoslovakia.

109. PLEKHANOV, A.: D.I. Pisarev o znachenii vospitaniya.
/D.I. Pisarev on the importance of education./
Doshkolnoye vospitaniye, 1980, No.12, pp.41-44.

Pisarev lays emphasis in his work on the importance of education started in early childhood. He considers preschool age a specific stage of physiological and mental maturing, intellectual and moral development influenced by environment and education.

He stressed the unity of physical and intellectual development, unity of physical, intellectual, work and moral education. He ascribes a great importance to family education, yet he does not overlook the fact that the formation of child personality is affected both by the immediate environment /microsphere/ and the conditions prevailing in social life.

Games, especially creative games, constitute an important means of intellectual development, moral and aesthetical education. To develop activity and self-dependence constitutes one of the important tasks to be fulfilled by public and family education. Pisarev opposes the setting up of an artificial atmosphere around the child and asks for a close relationship between education and real life. An educator should know children's interests, the laws governing the formation of child personality and he should apply this knowledge in education. Pisarev devotes a lot of attention to the mother-educator. Her maternal feeling is not sufficient, she should also receive a preliminary theoretical training and she should achieve a definite degree of intellectual maturity. Pisarev's work is imbued with a love of the child, care of its development and education.

110. PLESSEN, M. - ZAHN, P. von.: Zwei Jahrtausende Kindeheit. /Two thousand years of childhood./

Köln, Verlagsgesellschaft Schulfernsehen 1979.
Reviewed by: Schmidt, I.
Der Schweizerische Kindergarten, 70, 1980, No.7-8, pp.392-393.

The authors describe the child and its education from the beginnings of Christianity, including a mention of children's education in ancient Greece. The documents illustrate a lot of love and cruelty. Parallelly to loving scenes from families scenes, there are also pictures of drastic punishments. The dual attitude to the child in individual centuries reflects in the headings of individual chapters, such as "A Thing or a Being", "Heroes or Saints", "Joy or Suffering", "Light or Dark", "Naturalness or Taming". There are some appeling descriptions of children's work.

111. RIČALKA, M. - PŠENÁK, J.: Antológia z dejín predškolskej pedagogiky. I. časť . /An anthology of the history of preschool pedagogy. Part I./

Košice, Rectorate of P.J. Šafárik University 1979.
276 pages.
Reviewed by: Podhájecká, M.: Prvé vydanie antológie z dejín predškolskej pedagogiky/ First edition of the anthology of the history of preschool pedagogy./
Predškolská výchova, 35, 198/81, No.4, pp.27-28.

The first section of the planned three-volume anthology contains a collection of texts dating back to the earliest history up to the beginnings of the Marxist pedagogy. Each text is introduced by a brief characterization containing essential data about the individual representatives of pedagogy existing in a specific period.

112. VINŠÁLEK, A.: Jelizaveta Nikolajevna Vodovozová - stoupenkyně K. D. Ušinského. /Yelizaveta Nikolayevna Vodosovova - a follower of K. D. Ushinski./

Predškolská výchova, 33, 1980/1981, No.3, pp.2-3.
1 photograph .

Y. N. Vodovosova /1844-1923/ belonged to the progressive Russian educators who had contributed to the development of the Russian school system and pedagogy. On graduation from the Smolny Institute, she studied, under the guidance of her husband, the works of Comenius, Locke, Rousseau, Pestalozzi, Fröbel and others. She studied the life and education in kindergartens in Switzerland. She was an advocate of the rights of women, especially their education. In the year 1871, she published the book The Intellectual and Moral Education of Children From the First Manifestation of Consciousness to School-Going Age. She presented in it a survey of pedagogical thought from the 16th century, explained Comenius's educational principles. She also recognised correctly the importance of the 1860's for the development of the Russian pedagogy. In the following chapters, she devoted her attention to questions concerning heredity and environment. And finally, she included some practical examples of observation, mentioned locomotive games, presented a survey of children's activities, their occupations and children's toys. In the 1870's, she concerned herself with ethnography. She published a three-volume monograph entitled The Life of European Nations. She also wrote in detail about Czechs and Slovaks.

113. ZEMAN, L.: Cesty k dospělosti. /Roads to adulthood./
Prague, Pressfoto 1979. 112 pages.
Reviewed in: Předškolská výchova, 34.1979/1980, No.6,
p.169.

The author deals with the development of care of young children in the course of centuries. He also mentions some important milestones in modern medicine, devotes his attention to questions concerning nutrition and to some of the shadows of civilization.

2.4 Comparative studies

114. LEQUEUX, P.: 53° congrès des écoles maternelles. /The 53rd kindergarten congress./

L'éducation enfantine, 1980, No.2, pp.4-6.

The article reports about the 53rd kindergarten congress held in Strasbourg on 25th-28th June 1980 to discuss the subject of the Small Child Fighting For its Own Autonomy. The congress was attended by nearly three and a half thousand preschool workers. In addition to the congress sessions, visits of kindergartens were organized, as well as visits of educational institutions and cultural facilities. The papers focused on problems concerning the maturing and education of the child, its language development and the developing of play and communication.

115. REDMOND, L.: Maths - myth or magic ?

Childhood Education, 55, 1979, No.5, pp.272-276.
2 photographs, 10 refs.

The author discusses the importance and effects of British experience with teaching the basics of mathematics in crèches and in nursery schools with respect to mathematics teaching in the U.S.A.

A number of U.S. teachers have become familiar with the updated teaching of mathematics in Britain, such as Dienes blocks and Nuffield projects.
The author of the article concerned herself with the study of mathematics at primary and nursery schools in Britain in the years 1975-1978 /London, Oxfordshire, Berkshire, Hampshire and Wales/. In autumn 1975, she worked at primary schools in Hampshire as a tuitor of a group of student teachers who had taken part in the Michigan University Project. She presents a survey in her study of the experience acquired.
The teaching of mathematics at British schools is innovated on the basis of materials, such as Plowden Report of 1967 /Children and Their Primary Schools/. Many changes have already been implemented, such as integrated day and family grouping. "11-plus" examinations have been abolished and state inspectors are used as counsellors to control the teaching process and provide methodological assistance. Another extensive study is Language for Life, known as Bullock Report, which has been used to implement changes in various spheres of the curriculum, especially in language teaching.
Piaget's and Montessori's works have significantly influenced the updating of the teaching process in nursery and primary schools. British teachers make especially use of Piaget's principal ideas, i.e. children think intuitively first, then they become familiar with an application at work and finally, they grasp abstraction /in mathematics teaching/.

The author mentions the use of unorthodox aids in mathematics teaching. In the U.S.A., only standardised aid are used,uninspiring both for the teacher and the child. In Britain, teachers use in teaching mostly unorthodox materials, sometimes scrap /bottle closures, cuttings, various vessels, funnels, pieces of wood, wedge rods/, facilitating children to recognise easily, through play, geometrical shapes existing in nature. Teachers are able to borrow traditional aids /scales, calculators, copies of worksheets, textbooks, logic blocks, cubes, games and aids for measuring and weighing/ in the Centre for the Teacher. Nevertheless, they prefer teaching mathematics on an individualised basis. They lay emphasis on teaching some sections of mathematics. This mostly depends on the instructions issued by the headmaster who is responsible for the selection of the subject-matter /they mostly teach shape and dimension; classification and assignation; learning of the numerical succession up to 100 and the value of the number; addition, multiplication and division; simple fractions and measurements; numerical calculations and memorizing of numbers/. Problems started to be used on a larger scale in 1978 /Fletcher maths program and Nuffield project/. Children begin to go to school at five years of age, lessons are from nine a.m. to four p.m., uninterruptedly, every day. They learn language, reading and maths. The teacher helps the children acquire the knowledge of the concept of the number by means of play situations in the classroom and by giving them examples from real life situations. Interesting aids for teaching shapes and measurements, used in nursery schools and crèches, are containers for water and flat dishes kept in the classroom or outdoors, filled with water and vessels of various shapes/small bottles, cups, mugs/; the children use them to pour and measure liquids and they discuss their discoveries with the teacher. Linear measurements are done again by using unconventional aids /children measure the classroom with a strip of paper, they measure height with a piece of string/. They plot their discoveries oncharts and into tables. The forms of plots and tables are used with older pupils on a large scale. Another practical procedure making use of measurements is instruction in cooking /most nursery schools in Baby Bellingham possessed their own electric oven; mothers or assistants helped the children bake their products/. The children were asked to weigh and measure the ingredients for dough on their own. When learning to recognize shapes and dimensions, the children learned to imagine, verbally and visually, shapes and they learned to understand the words /circle, square, triangle, bigger, smaller, etc./.

Another significant practical experience acquired was the counting and changing of money made by the teacher himself and used in the classes to created images of real life situations. Children that played in Wendy House /a reserved corner in the classroom designed for play and provided with toys and aids/,shopped in a food store, at the chemist's and at the baker's and changed one another's money. The commonly used aid were Dienes multi-base blocks, Cuisenaire rods or blocks/ used for teaching the value of a place, for numerical calculations and for developing numerical concepts of all types. Teachers make use of textbooks in the following manner: they give an instruction to children to copy problems /more difficult subject-matter/ into their exercise-books and they go through those passages with the child that he or she cannot understand. The child will do his or her homework and again, the teacher will individually correct it and explain to the child what he or she did not understand; in this way, the teacher helps the child achieve accuracy in arithmetic. A great attention is devoted to mechanical memory practising and to drilling of multiplication and division by means of tables. The teacher keeps records of each child's achievement. Sometimes the whole class recites these tables in unison, or games are played to quickly memorize these operations /in the morning, before lunch and after physical exercise/. PTA meetings with reports on children's achievements are not usual. Parents can get a picture of their children's achievements from a workbook submitted to them by the teacher and teachers and the headmaster inform them about what they should practise with their children. Most classes have two or three mothers of the children who cooperate with the teacher every day. The results of comparisons made between the teaching of the basics of mathematics in Britain in the U.S.A. have demonstrated that the British system, laying the maximum emphasis on the acquisition of essential skills in mathematics and on the quality of cooperation with parents in achieving this objective, is more valuable than that used in the U.S.A. The author of the article recommends U.S. teachers to observe the teaching methods and to apply some of them in the system of education of preschool children.

116. SAILOR, D.H.: The nurturing of young children in child care centers. In Czechoslovakia and East Germany.

Childhood Education, 56, 1980, No.5, pp.281-284. 1 photograph, 6 refs.

This is a comparative study concerning care provided to young children aged six months to six years in child care centres in the G.D.R. and Czechoslovakia. Unlike in the U.S.A., the basic objective of this care is to offer the same opportunity to every child of developing its potential to the maximum at the minimum costs. Main attention is focused on physical and medical care of the infant, yet other spheres of development are not ignored either. In the socialist countries, children learn from early childhood to prefer the needs of the society to individual needs. In teaching cognitive skills convergent thinking is preferred to divergent thinking Both in the G.D.R.

and in Czechoslovakia, curricula are developed centrally and are based on data obtained from research and teachers' comments. In both countries people taking care of children aged six months to three years get medical education and those taking care of children aged three to six years receive four-year pedagogical education.

The organisation of work in crèches.

In both countries children are divided into groups according to age /emphasis is laid on care of health and physical development, developing elements of socialization and intellectual stimulation during growth/. One nurse looks after the youngest children /5/, as regards children aged 18 - 24 months, it is one nurse per 7-8 children. Children have colour clothes provided by the crèche and they play in special corners. Most children in the G.D.R. /57%/ go to crèches, for the majority of women between sixteen and sixty years of age are employed /88.5%/. Researchers in the G.D.R. believe that such environment offers social stimulation to infants from six months onwards, which is a very important beginning; this theory is also recognized in the U.S.S.R. and Bulgaria.

Preschool programmes.

In the C.S.S.R., children between three to six years of age are divided into groups according to age and are occupied with activities which often change according to their contents. The main emphasis is laid on motivating children for attractive activities.

Children with special needs go to special schools - there is a trend now to gradually integrate these children into normal classrooms. The daily occupation lasts thirty minutes / teaching of specific concepts and skills through various activities/.
The programme also includes physical and art education, loosely integrated and separately planned. The teaching of cognitive skills does not include neither reading or formal mathematics /although logic blocks are used to teach spatial relations and to develop perceptive-motor skills/. Time allocated for free play includes staying outdoors, topic-oriented walks in the open. Education in preschool facilities is free of charge; parents only contribute to children's meals according to their income. Preschool facilities are attended by 27% children aged three to six years in the country and 90% children in big towns.
Priority is given to placing children of employed mothers and five-year old children /95%/. There is a trend now to locate both the crèche and kindergarten in one building administered by one principal to provide continuity in medical care and education. As regards the G.D.R., education is free of charge from the crèche up to university and 88% three- to six-year olds and 95% five-year olds go to preschool facilities. The daily programme differs to some extent from the Czechoslovak programme, but basically it includes the same activities /play is considered a basis for learning

and it is carefully planned according to the content and difficulty of a task; reading is not included in the programme, but mathematics is; more emphasis is laid on physical and motor development, consistent efforts are made so that children may become hardy and they stay more in the country.

Research projects.

Research concerning infants and toddlers is minimal in comparison with kindergartens. Most research studies in the C.S.S.R. are focused on the development of cognitive skills. A standard preschool education programme is investigated and tested for two years before being introduced into practice. In the year 1974, altogether 20.000 children aged 6-18 years were compared and it was found that those children that had visited preschool facilities did better at school in comparison with children that had come from the family environment.

In the G.D.R., research is focused on medical care provided to infants; the director of the research institute for the study of infant health has tested methods how to build up resistance to infections, especially of respiratory nature; they also study the language development of infants. Latest research concerns acceleration of these skills by means of a series of structural games. A study has been published dealing with the teaching of mathematics to preschool children, inspired by research conducted in the U.S.S.R. Both in the C.S.S.R. and in the G.D.R., emphasis is laid on cooperation with parents in providing care to children and on their responsibility for the healthy development of their children - the programme of cooperation with parents is more extensive in the G.D.R. There exists a parent committee in every classroom in the G.D.R. /headed by a mother/ and a school committee headed by a parent. Every kindergarten has a library for parents, teachers and students. Paid maternity leave with the first child is six months, with the next it is six months paid leave and six months unpaid leave.

As regards the C.S.S.R., there are usually four to five meetings with parents and individual talks with parents and the teacher, according to need. The future direction of development indicates in both coutries the necessity to improve the pedagogical qualifications of kindergarten teachers and to focus attention on research projects for infants and toddlers. It will continue to raise the qualify of child care.

2.5 Scienfitifc conferences and symposia

117. BĚLINOVÁ, L.: Jak proběhl IX. mezinárodní seminář socialistických zemí o předškolní výchově. /What happened at the IXth international seminar of the socialist countries on preschool education./ Predškolská výchova, 35, 1980/1981, No.4, pp.2-4. 3 photographs.

The IXth international seminar on preschool education, held in Prague in October 1980, was attended by 27 representatives of preschool education from nine countries /U.S.S.R., Bulgaria, Cuba, Laos, Hungary, G.D.R., Poland, Rumania, Vietnamese Socialist Republic and C.S.S.R./. The Czechoslovak participants at the seminar were 18 representatives of scientific institutions concerning themselves with preschool education and three-member delegations from each region. The agenda was divided into five working days. The seminar focused on the subject of the social function of preschool education, on the function of preschool education with respect to the family, the content of preschool education and the function of preschool education in child mental development. Introductory papers had been prepared by Czechoslovak participants on these three topics. Members of all delegations took part in the discussion opened on each topic and arrived at some conclusions which were submitted, on closing the discussion, to the plenum. The presentations of foreign and Czechoslovak participants will be gradually published in the journal Předškolská výchova. A collected volume is being prepared to contain the proceedings of the seminar.

118. POTTOVÁ, M.: Podíl SSSR na mezinárodní spolupráci v oblasti předškolní pedagogiky. /The contribution of the U.S.S.R. to international cooperation in the field of preschool pedagogy./

Předškolní výchova, 34, 1979/1980, No.5, pp.117-122. 3 photographs.

The author of the article presents information about international seminars of the socialist countries held to discuss preschool education. The first was organised in Moscow in the year 1959, on the initiative of the U.S.S.R. The seminars are regularly held at a three years' interval and their organisation is entrusted to individual participating countries. The agenda of the seminars has gradually concentrated on more specialised topics, their standards are on the increase. Problems are discussed in depth, individual sections hold fruitful discussions. All socialist countries develop scientific research activities in the field of preschool education, expand teams of scientific workers engaged in these problems.

119. GILABERT, H.: A propos du congrès international de psychologie de l'enfant. /On the international congress on child psychology./

L'école maternelle française, 1980, No.4, pp.28-30.

An international congress on child psychology was

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held in Paris on 1st to 8th July 1979; UNICEF, OMEP and UNESCO participated in its organisation. A characteristic feature of the discussion was a multidisciplinary approach to the child; special attention was devoted to the relation of child psychology to pedagogy. Many problems were discussed at the congress; let us mention just a few - psychological questions concerning the first years of life, especially the sensory and intellectual development of the child.

120. HABIŇÁKOVÁ, E.: Výsledky medzinárodnej vedeckej spolupráce. /Results of international scientific cooperation./

Predškolská výchova, 34, 1979/1980, No.6, pp.148-150.
1 photograph.

The author informs about the working meeting of a group of experts from the socialist countries concerned with the questions of healthy development and education in early childhood in collective facilities. The meeting was attended by delegations from Bulgaria, Hungary, Poland, U.S.S.R. and C.S.S.R. They dealt with the question of optimum age for accepting children to the crèche and their adjustment to the crèche environment. Recently, as a result of the prolongation of paid maternity leave and other social measures taken in the socialist countries, the number of infants under one year placed in crèches dropped. This fact has led to the necessity of tackling the problem of optimum age of adjustment to the crèche. This problem encounters two discrepancies, both of a technical and practical nature: it has been established that the optimum adjustment phase is at the age of five to six months; yet today most children come to the crèche in the most difficult adjustment phase. Whereas the adjustment process under one year of age lays emphasis especially on the harmonisation between the infant's basic regimen maintained in the crèche and at home, adjustment at an older age entails a number of special measures to be taken to make easier the re-structuring of the fixed behaviour stereotypes and to protect the child from the adverse effects of adjustment phenomena. A group of experts will concern themselves with the tackling of these questions in the future. Another major topic outlined for developing by a group of experts is cooperation with the parents of the children going to the crèche. It will be necessary to deal with problems concerning contemporary family, characterised mostly by the young age of the couple insufficiently prepared for parenthood and for family life. Divorces mostly afflict children under seven years of age with all the negative consequences accompanying their development. Crèches as well as other institutions must be more active in helping the family reinforce the relations to the child and its education. It will be necessary to develop the forms and content of

cooperation with the family under contemporary conditions and to make a more intensive use, for example, of mother and child counselling and of all public educational media available.
Another objective set by the group of experts for the future is to review the existing method of training of crèche personnel with respect to the educational activities of crèches and the stabilisation of their personnel.

121. HERBINIÉRE-LEBERT, S.: Le 16e congrès mondial à Quebec. /The 16th world congress in Quebec./
L'éducation enfantine, 1980, No.5, p.29.

One of the founding members of the world organisation for preschool education presents basic information about the 16th world congress of OMEP, held on 28th July - 2nd August 1980 in Quebec in Canada.

122. HOLEŠOVSKÝ, F.: Československá ilustrace v zrcadle BIB. /The Czechoslovak illustration in the mirror of BIB./
Zlatý máj, 24, 1980, No.1, pp.20-24.

The author reports about the participation of Czech and Slovak illustrators, recapitulating the first through to the seventh Bratislava Biennial of

Illustration for Children - BIB. Altogether, 42 Czech illustrators have taken part in the years 1967-1979, representing the total of 66 entries. Kudláček and Sigmundová have had the most entries /four/, followed by Bednářová, Berková, Born, Paleček, Jágr /three/. As regards the Slovak illustrators, 29 have taken part, representing the total of 53 entries. Cipár and Končeková-Veselá have had the most entries, Bombová, Brunovský, Klimo, Machaj and Trojan have had three.
The selection and entries are made according to recently published work; naturally, aesthetic aspects are respected, the age of illustrators, specificity of expression, as well as some other factors.

123. JÍROVÁ, L.: K IX. mezinárodnímu semináři socialistických zemí o předškolní výchově v ČSSR. /Some comments on the IXth international seminar of the socialist countries on preschool education in the C.S.S.R./

Predškolská výchova, 34, 1979/1980, No.10, pp.259-260.

The author of the article informs about the preparations for the seminar. It will focus on the topic of the Concept of Socialist Preschool Education. The tackling of this problem will contribute to the clarification of the existing state of development, trends and prognosis of the development of preschool education and it will reinforce the integration trends prevailing in the socialist countries in this field. The introductory papers and discussion will deal with the following ranges of topics: 1. The social function of institutional education of the preschool child and its influence on family education. 2.The content of educational work in preschool facilities with respect to the long-term prospects of social development. 3. The mental development of the child in the concept of socialist preschool education.

124. JUSKO, A.: Aktivita INSEA. /The activity of INSEA./
Estetická výchova, 21, 1980/1981, No.3, pp.61-62; No.4, pp.85-86.
8 figs., 11 refs.

The author presents a survey of the activity of INSEA, reflected most markedly in organising world congresses and their agendas. All INSEA meetings so far have contributed to the building up of an advanced form of the concept of art education, complying with social needs. They have been beneficial to the work of art education teachers at all types and levels of schools, for they have mediated the pooling of experience of teachers. Congresses and other meetings have served as the points of departure not only for developing the modern concept of art education, but also for specifying the objectives, content, teaching and educational media of the subject.

125. KLINDOVÁ, L.: Medzinárodný kongres OMEP. /The international congress of OMEP./

Predškolská výchova, 34, 1979/1980, No.8, pp.223-224.

The author reports about the extraordinary world congress of OMEP and the meeting of the World Council of OMEP in Vienna in November 1979. It was attended by over 100 representatives from 19 member countries. In addition to the election of the new chairwoman, Mrs M. Robertson from Great Britain, the congress dealt with the question of internal organisation concerning material and personnel provisions and its members discussed some amendments to the statutes. The discussion on future activities stated a certain decline in general activity, caused by problems in management. Emphasis was laid on the need of a more consistent conceptual orientation of OMEP activities on specialised problems concerning preschool education, on organising topic-oriented seminars, conferences, on processing and exchanging scientific and professional information.

126. Kniha v životě malého dítěte. /The book in the life of the young child./

Zlatý máj, 24, 1980, No.10, pp.588-593.
5 photographs.

This is a detailed report about the 17th congress of the International Association For Children's Book

/IBBY/, attended by 360 delegates from 41 countries. The congress was held in Prague on the last days of September and at the beginning of October 1980. The central theme was The Book in the Life of the Young Child. The actual discussion which took place at the specialized symposium reflected plastically both the efforts of IBBY and the state of children's literature and its dissemination, and the problems, discrepancies and outstanding issues literature for children still encounters in a number of countries of the world. The congress session of the symposium indicated a certain discrepancy between the optimum, desirable state about which there exist today some integral ideas and programmes and the implementation which, in many places, is far from achieving this desirable state of affairs.

127. 17. kongres IBBY Praha, 28.9. - 3.10.1980. /The 17th congress of IBBY, Prague 28th September - 3rd October, 1980./

Zlatý máj, 24, 1980, No.7, pp. 387-388.

This is detailed information about the concept of the planned discussion on the central theme of the congress The Book in the Life of the Young Child. The book is conceived in the general sense, in addition to literary aspects also illustrative, psychological, didactic and other aspects are taken into account. The papers should present the book as a summary of all problems involved, they should clarify what can be the role played by the book in the socialization of the child, its integration into life, its cultural development. The term young child designates age approximately under nine years, i.e. not only the preschooler, but also the child that has begun to familiarize with the book, begins to read on its own. The Soviet critic Igor Motyashov will discuss the subject of the Contemporary Child and Its Attitude to the Book. The major paper to be delivered on the second day will deal with changes taking place in the contemporary book for children and it has been prepared by Brigit Dankert from the Federal Republic of Germany. She will deal with traditional genres, their new potential and new types of books for young children that are being developed today. The author of the third paper is the Czech critic Václav Stejskal. He will discuss the basic creative principles applied in the field of artistic books for young children. Amy Kellman from the United States has prepared the fourth congress paper. She will focus in it on the role of a mediator in work with the book. In addition to the four papers, another three to four shorter co-papers will be presented at each session, followed by discussion.

128. KOVAŘÍK, V.: Druhá konference o předškolní hudební výchově. /The second conference on preschool music education./

Estetická výchova, 20, 1979/1980, No.7, p.177.

This is a detailed report about some topical questions concerning music education in early childhood to which the authors of individual papers attempted to give an answer. The conference dealt with the problem of reinforcing continuity and consistent cooperation between the family, educational facilities and social institutions, it discussed the creation of songs for children, application of radio programmes designed for kindergartens, evaluation of the existing state of development of music education in crèches, analysis of methodological questions related to the new concept as applied in practice in preschool facilities. The participants also discussed the standards of musical education of crèche nurses and kindergarten teachers. Problems have appeared recently in the theoretical music education of nurses and some teachers.

129. MACCHIETTI, S.S.: *Della nascita agli otto anni: il bambino nella societa europea degli anni 80. Il Consiglio della Cooperazione Culturale del Consiglio D´Europa e l´educazione prescolastica /1971-1979/.* /From birth to eight years: the child in the European society of the 1980´s. The Council for Cultural Cooperation of the European Council and preschool education /1971-1979/./

Scuola materna, 68, 1980, No.5, pp.287-291; No.6, pp.367-369.
10 refs.

The author presents an outline of the activities of the Council for Cultural Cooperational of the European Council in the field of preschool education, especially an exchange of experience between educators and governmental organizations, concerned with school systems and education, at international symposia which culminated at a very important conference in Strasbourg on 17th-20th December, 1979.

130. MORIC, R.: *Za dieťa, za duchovne krajšieho človeka.* /For the child, for the spiritual quality of man./

Zlatý máj, 24, 1980, No.7, pp.389-391.

This is a reflection on the objectives of the 17th IBBY congress and its contribution to the further development of the creation and publishing of books for children of preschool and junior school-going age.

131. REPÁKOVÁ, Z. - ŠČIBRANYOVÁ, H.: Z tematického kursu.
/Some comments on a subject-oriented course./
Predškolská výchova, 35, 1980/1981, No.3, pp.21-23.

The author presents information about a course organised for educators and psychologists active in collective medical institutions in the C.S.S.R. by the department of psychology of the institute for further education of physicians and pharmacists in Prague. The participants listened to over 25 lectures on the subject of child care provided in crèches, infant institutes and children's homes for children under three. J. Hájková discussed the subject of Education of Children in Crèches Within the Framework of the Unified Teaching and Education System. J. Růžička dealt with the question of a suitable style of handling children and with the needs of children related to individual age periods. J. Langmeier informed about some specific features of early interaction between the infant and the mother. E. Habiňáková explained how the social and material conditions prevailing in crèches influenced the development of children educated there. Z. Matejček talked about counselling services that could be provided by crèche personnel to parents in tackling educational problems. F. Balcar focused his attention on the family as the initial environment the child lives in before coming to the crèche.

The application of didactic aids and equipment during the presentations contributed to the interest of the participants in the course.

132. RODERICK, J.A.: Crosscultural conversations about reading and young children.

Childhood Education, 55, 1979, No.5, pp.286-289.
1 table, 2 refs.

This is a survey of the proceedings of the conference on Lifelong Education in a World Perspective held in Istambul in Turkey in 1977. It was attended by 250 delegates from 42 countries from the whole world. Some professional American organisations submitted a statement on the subject of reading and early childhood. This statement was submitted first to the members of the Association for Early Childhood Education International in April 1977 and published in this journal under the title of Exchange of Professional Experience. Eight specialists in preschool education had been asked to answer, in writing, the following questions:

1. Do you think that such a statement is also needed in your country ?
2. If so, what changes in the existing statement do you suggest ?
3. What is your response to the statement ?
4. What main interests are concentrated on the reading by preschoolers in your country ?

These questions were answered by specialists from the Federal Republic of Germany, Egypt, Israel, Liberia, the Philippines, Japan, Columbia and Norway. The author compares results and presents their characterization. Most specialists agreed that the preschooler should not be taught to learn a written text, only pictures, and that an extensive communication should be made possible for the child both in the kindergarten and at home, provided by fully qualified teachers and parents and it should not suppress in the child its curiosity and spontaneity and should not restrict its creative potential /Japan, Columbia/; the child should acquire experience, make trips and get familiar with interesting objects stimulating the child's curiosity and thinking. Most countries agreed with the above statement, but the developing countries complained of a shortage of materials, aids and qualified teachers to provide effective preschool education. The statement includes a survey of requirements, needs and recommendations concerning instruction in reading by preschool children.

Preschoolers need the following:

1. To have an opportunity to express verbally, graphically and dramatically their feelings and responses to the experience acquired;
2. To have an opportunity of interpreting the language of others, whether written, colloquial or non-verbal.

The teachers of preschoolers need the following:

1. Training laying emphasis on the development of suitable language experience of all preschoolers, including those able to read or those that have learned to read;

2. Support which, by means of the concerted efforts of professional organisations, colleges and universities, would facilitate the successful fulfilment of the tasks formulated in the statement.

In conclusion, the author submits some recommendations necessary for the implementation of an effective instruction in reading by preschoolers.

133. STEHLÍKOVÁ, B.: Co přineslo Bienále ? /What was achieved at the Biennial ?/

Estetická výchova, 20, 1979/1980, No.8, pp.219-220.
3 photographs.

This is an extensive report about the proceedings of the Biennial of Illustrations /BIB/ held in Bratislava in September 1979. The BIB brings together originals of illustrations for children and youth with a special emphasis on their artistic value, it is a demonstration of the creation of individual artists.The exhibition is accompanied by a number of events: evaluation and passing of judgement on the exhibits, symposium on childrens´ illustrations, demonstrations of cartoon and puppet films, a puppet exhibition, discussion meetings with children and autograph sessions.

The symposium organized this year was devoted to pictorial books for young children /under eight/. Its participants discussed a number of interesting questions in the field concerning creation, editorial practice, but also the uses of the book. The importance of the BIB is gradually outgrowing the framework of an art exhibition and is becoming an affair of a broad reach. The International Section for Illustration of the Slovak National Gallery, originally the organizer of the exhibition, is gradually turning into a centre of professional work activities devoted to books for children.

134. TOMANOVÁ, J. - ŠTEMBERA, Z. - SYROVÁTKA, A.: *Novorozenec a jeho prostředí.* /The newly born and its environment./

Československá pediatrie, 35, 1980, No.1, pp.38-40.
1 table, Czech, Russian, English summary, 8 refs.

This paper was delivered in the International Year of the Child at a meeting of the Czech Paediatric Society. The authors demonstrate on the basis of demographic data that the contemporary family is characterised by the young age of the parents, especially of the mothers, a shorter interval between births and a higher divorce rate. The comparisons made between 201 dysfunctional and 470 stabilised families indicate that child development is socially conditioned before the child's birth and that the child is affected that early by intrauterine risk factors, both biological and social.

135. WALCZYNA, J.: Rola wychowania przedszkolnego w systemie edukacji narodowej. /The role of preschool education in the system of national education./ Wychowanie w przedszkolu, 33, 1980, No.2, pp.68-76.

This paper was delivered at the symposium held on the occasion of the 60th anniversary of the activities of the Section for Preschool Education, founded at the National Teachers' Congress in 1919.

3. ORGANIZATION OF PRESCHOOL EDUCATION

136. Předškolní výchova. Výběrová bibliografie za rok 1977. /Preschool education. Selective bibliography 1977./

Prague, Central library - Sectional Information Centre of Pedagogical Faculty - Charles University 1978. 558 pages.

Reviewed in: Další krok na dobrej cestě. /Another step on a good road./
Predškolská výchova, 35, 1980/1981, No.4, pp.29-31.

3.1 Legislative standards and regulations

137. FIXL, V.: Zásady OSN pro ochranu dítěte a jeho všestranný rozvoj. /U.N. principles concerning child protection and its all-round development./

Hračka, 15, 1980, No.1, p.15.

The author of the article reminds of the principles concerning child protection and its all-round development, adopted and approved by the General Assembly of the United Nations Organisation on 20th November 1959.

138. Metodicheskoye pismo o provedenii osennikh konferentsiy doshkolnykh rabotnikov v 1980 godu. /A methodological letter concerning the organisation of autumn conferences of preschool workers in 1980./

Doshkolnoye vospitaniye, 1980, No.6, p.4.

The Ministry of education of the R.S.F.S.R. recommends the ministries of education of autonomous union republics, regional and district departments of national education to organise autumn conferences of preschool facility personnel. The conferences should evaluate the results of the work of national education authorities and pedagogical staff achieved in the tenth five-year plan, especially the fulfilment of the resolutions of the Party and Government on the development and perfection of public preschool education. A special attention should be devoted to an analysis of the state of development of educational work, health care, ideological and methodological work with personnel and introduction of the best pedagogical experience into practice.

139. Ob organizatsii vospitatelnoy raboty s det'mi na progulke. /Organising educational work with children during a walk./

Doshkolnoye vospitaniye, 1980, No.10, pp.21-24.

This is an instructional and methodological letter issued by the department of preschool education and the central methodological department. The curriculum of educational work in kindergarten requires that children should stay outdoors twice a day, the total of 1.30 to 2.45 hours is prescribed for crèche children and 3.30 to 4 hours for children going to preschool facilities.

Inspections of children's activities outdoors have found, apart from positive experience, also many problems. To improve educational work in outdoor activities and to make a purposeful use of the time spent outdoors for an all-round development of children, it will be necessary for the national education authorities and methodological departments to check, during inspections of preschool facilities, on the quality of educational work during the time children stay outdoors. Methodological departments will have to improve methodological help in questions concerning the organisation and content of educational work carried out with children staying outdoors, to make intensive the generalisation and dissemination of the best experience.

The principals of the facilities should create the necessary conditions for the children's conducting varied activities outdoors, especially with respect to crèche children.

When staying outdoors in the morning, quiet and dynamic activities should be alternated, for example, the teacher can begin with 30-35 minutes of a quiet activity carried out by the children on their own /a creative, constructive and didactic game/; during this time it is necessary to organise observations combined with developing the knowledge and activization of language. This quiet activity will be followed by locomotive games, sports activities, by the children's gardening. These activities will last 40-45 minutes. Sports activities change according to the season. Dynamic activities should again be alternated by quiet play carried out on ones' own. The length and type of individual activities are modified according to local conditions, season, weather, children's age and the nature of the preceding activities.
Beginning with the middle group, regular walks outside the kindergarten garden are organised, combined with observations of the surroundings.
The organization of the afternoon stay outdoors is similar. Outdoor educational work should be implemented in continuity with the overall educational work carried out in the facility.

3.2 Types of facilities

140. Asilo nido: teoria e prassi. /The boarding crèche: theory and practice./

Scuola materna, 68, 1980, No.1, pp.7-12.
1 photograph.

Four prominent educators and paediatricians from Italian universities /F. Antinori, G. Cattanei, A. Minelli, S. Corbo/ answered the questions submitted by the editors of the journal. Questions: what is the difference between the ideological justification and practical need of boarding crèches; is it really possible to replace "mother care" by the care of professional educators ? the aspect of costs - do there exist alternatives of a less costly care ?

141. ČERNÁ, M.: Současný stav a tendence sovětské defektologie. /The present state of development and trends of the Soviet defectology./

Otázky defektologie, 23, 1980/1981, No.3, pp.97-106.

This is a detailed report about the activities of the Scientific Research Institute of Defectology of the Academy of Pedagogical Sciences in Moscow and the system of special schools. In compliance with the trend to begin with the education of children with defects as early as possible, the following system of preschool facilities is being developed:

1. Kindergartens for deaf children and children with hearing defects, together with preschool classes organized in schools designed for children with hearing defects;
2. Kindergartens for blind children and children with impaired vision, together with preschool classes organized in schools designed for children with vision defects;
3. Kindergartens for children with serious speech defects, together with special classes for these children organized in normal kindergartens;
4. Preschool facilities for children with motor defects;
5. Kindergartens for intellectually backward children.

142. DELBREIL, M. - WEISS, S.: *Vers une "Maison de l'enfance".* /For a "House of Childhood"./

L'école maternelle française, 1980, No.2, pp.11-13.

The authors discuss the importance of uniform children's education in the first six years of life. This can best be provided in a facility combining the crèche with the kindergarten. The authors describe briefly the founding and developing of a private "house of childhood", comprising a crèche for 40 children and four classes of kindergarten for 135 children. The children of both institutions live in close contact and their mutual contacts affect positively their development. The "house of childhood" brings joy and mental composure to children and satisfaction to their parents.

143. DIEL, E.: Das Landkind. /The country child./
Der Schweizerische Kindergarten, 70, 1980, No.6, pp.296-301.

The author discusses the changes taking place in Swiss rural areas in conjunction with the uses of technology and attempts to characterise the country child in comparison with the urban child. These children are very mobile, lively, spontaneous, which makes it difficult for them to adjust to kindergarten. It is typical of their attitude to nature not to get familiar with it only through observation, rather through activities on their own. Natural conditions offer them opportunities to play and move around a lot. The speech of the country child is usually retarded, for the child lacks stimuli for conversation; its vocabulary is predominantly built up through experience with objects. Contact with nature awakens and develops its intellectual

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abilities. Adults often do not have much understanding for country children's play. Yet, thanks to experience with human activites, these children display a broad spectrum of ideas and stimuli for creative play. They are inventive in using natural and primitive materials for playing. They are able to concentrate and keep playing with various construction sets. Kindergarten teachers should respect these specific features of country children.

144. DUBOIS - MANNE, R.: La maladaptation scolaire, les médecins et les oeuvres de la première enfance. /Maladaptation to school, doctors and early childhood./

L'enfant, 1980, No.1, pp.5-41; No.3, pp.209-258; No.4, pp.301-335; No.6, pp.455-478.

This series of articles is the continuation of the studies published in the preceding volume of the journal. In 1980, it will focus on defects of children's affectivity, the consequences and demands on the organization of public institutions for the youngest children. In individual issues of the journal the author deals in detail with the problems of individual types of facilities. Hospitals and paediatric clinics, all-year institutions for children under three /les pouponières/, crèches and children's homes are the subject of the author's analysis, published in the first issue. The third issue deals with colonies organized for feeble-minded children, care of orphans, children and adolescents requiring protective supervision. The fourth issue is devoted to education of children over three in kindergartens /l'école maternelle and l'école gardienne/ and in families. In the sixth issue the author discusses emotional development and pays attention to fluctuations between the standard norm and deviations in the field of play, nutrition, etc. The series will be continued in the following volume .

145. FABIŇÁKOVÁ, E.: Detské jasle vo Švajčiarsku. /Children's crèches in Switzerland./

Predškolská výchova, 35, 1980/1981, No.3, pp.25-28.

This is an abstract from the report of the Institute for the Child in Zurich, published in the bulletine Internationale Zusammenarbeit im Bildungsbereich, No.37, 1979. Crèches in Switzerland are facilities designed for the children of employed parents. The lower age limit is six to eight weeks, the upper limit is determined by the start of school attendance. Crèche facilities are being combined today with other types of facilities for children.

The most common is the combination crèche+after-school facility /for children of early to senior school age/, crèche+child-minding service /in addition to children that come regularly, they also accept children for a few hours or occasionally/, crèche children's home /children coming for full-day care prevail, in urgent cases children are accepted for a week or for several months/.
There does not exist a complete statistical survey of crèches. According to estimate, there were approximately 430 crèches with 15.000 places in the school year 1977-78. Crèches are run by trade unions /50%/, industrial plants /20%/, communities, rarely cantons, the Church/2%/; some are administered by several institutions. Forty-one percent of personnel have the required qualifications /one-and-a-half-year study/. Children are usually divided according to age into three sections. In crèche+after-school facilities, age-mixed groups are formed, consisting of about 10 children aged two to sixteen.
Children of Swiss nationality make up 35%, Italian nationality - 35%, the rest are various other nationalities.

146. HLADÍKOVÁ, V.: V záujme jednotného výchovného vlivu. /In the interest of uniform educational influence./

Zdravotnická pracovnice, 30, 1980, No.2, p.114.

There are 102 crèches in Bratislava; 14 are placed in combined crèche+kindergarten facilities. These are all-day facilities administered by the ministries of school education and health. The specific problems related to crèches only in these combined facilities have given rise to the need to authorize some of these crèches to act as an instructional institution. The objective of these crèches will be to see to the observance of a uniform methodological procedure in these preschool facilities and to the in-service training of their personnel.

147. HRDLIČKOVÁ, V.: Spolupráce s rodiči dětí, které nenavštěvují mateřskou školu. /Cooperation with the parents of children that do not go to kindergarten./

Predškolská výchova, 34, 1979/1980, No.12, pp.339-340.

The two-year experience with preparatory classes has demonstrated that if children start coming to kindergarten once a week in the last six months before they enter school, it is not sufficient. Children coming to the preparatory classes were well-behaved, tidy and diligent, but their language was terse, they were not able to apply the experience and skills they had acquired at home. Logopaedic treatment had to be applied. On the initiative of the educational and psychological counselling clinic and the school doctor, regular morning classes were introduced, especially for children from little inspiring environments that had been lagging behind. The results were much better than those achieved in the preparatory classes. The following year a half-day class was opened in the building of the primary school, led by a kindergarten teacher. The parents of the children going to the preparatory classes were much interested in the work of the school. They asked for individual talks with the teacher, made use of the possibility of coming to the school to see how this work is conducted. They came regularly to PTA meetings and participated actively in organizing various events planned by the kindergarten.

148. IVANOVOVÁ, L.: K problematice péče o děti v kojeneckých ústavech a dětských domovech. /Concerning some problems of child care in infant institutes and children's homes./

Zdravotnická pracovnice, 30, 1980, No.11, pp.663-665.
1 photograph.

As of 31st December 1978, there were 18 infant institutes with the capacity of 1.201 places and 34 children's homes for children under three with the capacity of 1.783 places. The efforts to raise the standards of care provided to these children are pursued in two directions: to provide these institutes with a more diversified and effective equipment and to raise the qualifications of professional personnel. The recurrent problems of organizational and operational nature, psychological as well as pedagogical, indicate that it is necessary to seek more effective forms of solution to eliminate them, or to change the existing system of this care. In spite of all the measures taken so far, children in permanent institutional care do not receive sufficient stimuli and experience, which narrows their horizons and adaptability of social behaviour. They lack relationships originating in mutual communication /this is the reason, among other things, for their lagging behind in language development/; they also lack social interaction.

In the year 1979, a group of personnel from children's homes in Prague prepared a proposition to found a children's home for children of age-heterogenous groups with two permanent educators looking after each group. This type of facility would guarantee an individualized educational approach to children.

149. IVANOVOVÁ, L.: Vývoj předškolní výchovy v Bulharsku.
/The development of preschool education in Bulgaria./

Zdravotnická pracovnice, 30, 1980, No.8, pp.500-502.
1 photograph.

Crèches in Bulgaria are administered by the health authorities and their methodological guidance is provided by the Ministry of Health in cooperation with the workers of the Research Institute of Paediatrics in Sofia. Eighteen percent children under three are placed in crèches. It is pedagogical personnel who are responsible for the implementation of educational work in crèches; as part of their working load they are also active in mother and child counselling clinics. Kindergartens are attended by 75% of children aged three to seven and 95% of children aged five to seven. New educational work curriculum started to be tested in some selected kindergartens in September 1979. Gradually, a unified didactic system will be built providing continuity between the tuition of children belonging to the oldest kindergarten age groups and the teaching in the first grades of primary school. In the school year 1981-1982, compulsory kindergarten attendance will be introduced in Bulgaria, concerning children aged three to six.
Crèche personnel are trained at two-year vocational schools designed for early childhood educators.

Their further education is provided by the Paediatric Institute in Sofia. Their university study is provided by the Higher Learning Institute for Teachers of Children.

Research in the field of preschool education is concentrated in the Research Institute of Paediatrics and in the Research Institute of Education in Sofia. The contemporary development of preschool education in Bulgaria is oriented on solving the relation and continuity between family and formal education. Researchers test and gradually put into practice those forms of cooperation between crèches, kindergartens and families which contribute to education toward parenthood.

150. KLINDOVÁ, L.: Robíme dosť pre šťastie našich detí ? /Do we do enough for the happiness of our children ?/ Predškolská výchova, 34, 1979/1980, No.10, pp.257-258.

This is an article written on the occasion of the International Day of Children. The author reflects whether the good material conditions provided for our children by our society are sufficient to guarantee happiness for them. The child needs also values given to it only by the parents and educators, active love, patience, participation in its life;

these are values which cannot be substituted by material means. Teachers in their everyday work in kindergarten should consider ways of achieving the optimum in the interest of children. When meeting the requirements of the new concept of preschool education we should not become too zealous to forget to maintain correct proportions in the intellectual and affective influencing of the child, to underrate the need to create an atmosphere full of kindness and love in the kindergarten. There even appear extreme trends towards overfilling the child's life in the kindergarten by various planned activities, competitions, hobby clubs, etc. The existing capacities of children's facilities should be also put to a more effective use and new ones should be established with a greater expeditiousness, for crowded crèches and kindergartens worsen the style of work, make educational work more difficult and, in general, lower the standards of results achieved.

151. Libertà d'insegnamento e autonomia didattica.
/Freedom of instruction and didactic autonomy./
Scuola materna, 67, 1980, No.16, pp.1030-1036.
1 photograph.

This is the discussion of the editors of the journal with educators and administrators on the subject of freedom and autonomy of kindergartens /relations to controlling authorities, such as communal authorities, the state, etc./.

152. MITUSOVA, L.: Rukovodstvo i kontrol za razvitiyem seti doshkolnykh uchrezhdeniy. /Administration and control over expansion of the network of preschool facilities./

Doshkolnoye vospitaniye, 1980, No.7, pp.26.

The author describes the experience of the department of national education. The implementation of the plan of preschool facilities development is being consistently observed by the Party and trade union organisations, appropriate soviets and departments of national education. Questions concerning preschool education are discussed yearly by the Party and Soviet authorities. In December, questions concerning the development of the preschool facilities network are traditionally discussed at meetings of economic managers, chairmen of cooperative farms and directors of state farms. The district department of national education recommends suitable types for the construction of kindergartens and supervises the quality of buildings currently under construction.

153. MYSHKIS, A.: O nekotorykh voprosakh adaptatsii. /Concerning some questions of adaptation./

Doshkolnoye vospitaniye, 1980, No.6, pp.34-36.

The members of the department of physiology of development and education of children at the Central Institute for Further Education of Physicians studied the question of adaptation of children aged ten to eighteen months. They have developed the following recommendations. As regards groups designed for children of an early age, new children should be accepted gradually, at the most two children in one week. The children's facility personnel should become familiar with the conditions of education prevailing in the child's family before the child enters the crèche and they should maintain contacts with the parents throughout the child's attendance of the crèche. Initially, the child stays for two to three hours in the crèche and the mother is allowed to stay, too. Gradually, this time is prolonged. Initially, the child is fed and put to bed as it is accustomed to at home. It is gradually transferred to the new methods of feeding and sleep. Initially, the child wears what it is used to wear at home. The child is let free to play separately from the rest of the children, in the vicinity of an adult, as long as it does not express its wish to meet the other children. The child must be handled with kindness, frequent attention should be paid to it, it must be cuddled, patted, nursed.

The child's behaviour is recorded from its first days in the crèche on an adaptation sheet. The author of the article includes some specimens of records kept of children entering the crèche , instructions for accepting a child into the crèch and an adaptation sheet for recording the course of adaptation.

154. PAKÁNOVÁ, V.: Druhé zamestnanie v jednotriednej materskej škole. /A second occupation in the single-class kindergarten./

Predškolská výchova, 35, 1980/1981, No.3, pp.21-23.

The author presents her experience with including occupations into the daily routine between nine and ten a.m. The children are divided into two groups: three- and four-year olds and five- to six-year olds. The teacher works together with both groups for the first twenty minutes, during which time she differentiates her demands according to the Programme. After twenty minutes, the younger children go into their corner where there are aids and toys already prepared for activities chosen by the children. The teacher continues the original occupation with the older children for another ten minutes. She ends the first occupation at half past nine and, after a five-minute break, starts a second occupation with the older children. It is always a kind of activity contrasting with the first occupation. The young children are told to play on their own and not to disturb the older children during their occupation.

From the viewpoint of developing moral qualities, the single-class kindergarten offers more opportunities for education to collectivism, considerateness and responsibility not only for oneself, but also for the others.

155. La petite section de maternelle. /The youngest section in kindergarten./

L'éducation enfantine, 1980, No.1, pp.9-23.

Children at the young age of two years are sometimes accepted in kindergarten. These children require specific care respecting their age specificity. From the viewpoint of education, an important role is played by building up habits, correct nutrition and personal hygiene; of no less importance is the implementation of the daily routine allowing for sufficient rest. As regards psychology, problems have to be tackled which are important with respect to formation of the child's personality; this means, for example, to overcome the negative consequences of the child's separation from the family /mother and father/ and difficulties with the formation of the child's ego. A children's group comprises submissive children, dominant children and children that live as if on the periphery of the group. To develop the specificity of each child's personality is very demanding for the teacher. This especially applies to young teachers coming from teachers' training facilities.

156. POSTEL-VINAY, A.: Petite enfance: les "mini-clubs" de Pontoise fonctionnent. /Early childhood "mini-clubs" have been opened in Pontoise./

Education et développement, 1980, No.139, pp.43-49.

These are facilities designed for children /aged two months to seven years/ of employed mothers of the type of crèche and kindergarten, but with a freer daily routine. Parents help to run the mini-clubs working under the sponsorship and supervision of the local authorities.

157. STARÁ, M. - ŠEDOVÁ, J.: První zkušenosti z práce zvláštní přípravné třídy ve zvláštní mateřské škole v Praze 8 - Kobylisích. /The initial experience from working in the special preparatory class in the special kindergarten in Prague 8 - Kobylisy./

Otázky defektologie, 23, 1980/1981, No.4, pp.161-166.

Both the coarse and fine motor development has improved in all eleven children coming to the preparatory class, as well as their active, but especially their passive vocabulary; the comprehension of the teacher's instructions has markedly improved. The children have become independent in attending to their own basic needs and have acquired a number of hygienic habits. Excercise of the mothers with their children have proved very effective; the mothers have learned how to develop motor aspects in combination with speech, how to exercise with the children in the open. The children like to come to the preparatory class, respond positively to the advice and instructions given by the teachers, cooperate well. This new form of help offered to parents of handicapped children and the children themselves, implemented on a year-round basis, could become an important tool in the education of preschool mentally retarded children. The authors further include in their article a plan of educational work and a daily routine programme designed for a special preparatory class of kindergarten.

158. STOLAŘÍKOVÁ, D. - VRTALOVÁ, O.: Dítě - jesle - rodina. /The child - crèche - family./
Předškolská výchova, 35, 1980/1981, No.3, pp.8-10.

A sudden replacement of the family environment by the crèche will disturb the life balance of every infant. The infant cannot understand the necessity of the change and it will have to adapt ieself to it. The authors of the article carried out a survey in some selected crèches in Ostrava to find the actual state of adaptation difficulties and to seek a solution to the problem on the basis of data obtained. Infants were observed during the first four weeks of their stay in the crèche. The researchers investigated the extent of disturbance of physiological processes /sleep, eating/ and of mental processes /general temper and play/. According to the results achieved, children were classed into four groups and factors were considered for each of the four groups which could have affected the infant´s adaptation. These were 1/ the infant´s age on entering the crèche, 2/ the month when the infant was accepted individually or together with the whole group, 3/ quality of the family background, 4/ length of time of adaptation difficulties, 5/ disease during adaptation, 6/ preventive measures taken to alleviate the difficulties.

The data obtained mostly confirmed the data presented in the literature. The infant´s getting gradually accustomed to the crèche is the most effective means of alleviating the adaptation difficulties. What remains to be done is to convince the parents, social workers in industrial plants and employers.

159. **TÜMLEROVÁ, Ch.:** Plynulý denní program pro děti v jeslích. /A continous daily programme for crèche children./

Zdravotnická pracovnice, 30, 1980, No.6, pp.330-332.
2 photographs.

The article cites the journal Heilberufe. Child nurses have analyzed to what an extent the daily routine complies with the children's needs and also objective possibilities. Following are the principal conclusions they have made: the same nurse should take care of the same children, elimination of the nurses' taking turns in the course of one day, rational distribution of the working hours, making sure that the children get sufficient sleep, harmonising the cleaning of the premises with the children's daily routine, mutual substituting when the need arises.

3.3 Educational and teaching programmes

160. **BONEV, A.B.:** Usavarshenstvuvane na planiraneto v preduchilishtnite savedeniya. /To perfect planning in preschool facilities./

Preduchilishtno vaspitanie, 28, 1980, No.7, pp. 28-36.
1 suppl, 3 refs.

In conjunction with the growing requirements of the society as a whole, it is necessary to perfect and intensify planning in all the areas of activities of preschool facilities. The author discusses individual types of plans, the main directions and areas the plans should aim at. In conclusion of her article she presents the model plans of several types of plans /comprehensive yearly plans, weekly schedule, monthly plan/.

161. Cele i zadania szkolnej kultury fizycznej na lata 1981-1985. /The objectives and tasks of school physical education for the years 1981-1985./

Wychowanie fizyczne i higiena szkolna, 28, 1980, No.5, pp.171-175.
1 photograph.

This is the principal document issued by the Ministry of School and Public Education in Poland /department of physical education/; it defines the main objectives of physical education for the years 1981-1985 and specifies the main tasks in eight points.

162. FERRAROTTI, V.: Piani di attività per mete educative e per mete didattiche. /Plans of activities concerning educational and didactic objectives./

Scuola materna, 68, 1980, No.2, pp.105-109.

The author lays emphasis on the unity of educational and didactic objectives; discusses the role played by teachers and other personnel /including parents/ in developing plans of activities, analysing individual aspects of activities /"spontaneous" and programmed activities/ and of individual stages /steps/; he specifies spaces, materials to be used, as well as aids, "roles" "played" by children and teachers during various activities and, finally, he reflects upon the exploration of the realities of the world through play and activities carried out in kindergarten.

163. FRAZIER, A.: Making a curriculum for children.

Childhood Education, 56, 1980, No.5, pp.258-263.
1 photograph, 4 refs.

The author analyzes the main procedures used in developing a curriculum for children. He mentions the importance of defining the objectives of education comprising personal social values or virtues of individual development /curiosity, interest, openess, creativity, independence, initiative/, or social development /friendliness, readiness to help, kindness, sensitivity, responsibility, etc./. Nearly every programme offers a basis for manifesting some of these values, yet it is necessary to consider in developing it whether it will be suitable for all children /boys and girls/. The author further mentions problems concerning stereotyping /temporal, class-based and sex-based / in defining the objectives of a curriculum. There also exist some conflicts of conformity versus creative search. What qualities or abilities should be developed in children ?

1. ability to communicate;
2. ability to mix;
3. ability to discover;
4. ability to construct;
5. ability to select;
6. ability to control;
7. ability to persist.

The developmental approach to the making of a curriculum will pose difficulties. Problems arise in maintaining balance in the following fields:

1. character versus education;
2. freedom versus control;
3. qualities versus abilities;
4. activity versus knowledge.

Activity constitutes a positive and necessary basis for the teaching of children, yet it has to be controlled /as required by John Dewey/. Any experience acquired should result in another experience. If all children's efforts become involved in play, then children will learn more how to solve another task or problem. The programme must be completed by elements of environment. What should be the best environment stimulating an active learning of children? The dimensions of an environment have become the subject of many preschool education studies. They are the following categories:

1. space /staircase, internal and external spaces/;
2. thing /objects, "tools and equipment"/;
3. persons /personnel, professional parents/;
4. events /birthdays, parades/;
5. problems /testing of new apparatus and equipment, making use of time/.

The author discusses the importance of planning a suitable environment for the tuition of preschool children /from Froebel's kindergarten to B.F. Skinner, even today emphasis is laid on environment/. A well-equipped environment undoubtedly directly affects learning achievement. It is only in individualized tuition that requirements on environment need not be taken into account. When drawing up a curriculum, it is necessary to focus attention on the implementation of personal and social objectives developing the natural qualities and abilities of children, by means of preparing an environment, which precedes the actual instruction. Another requirement is a qualified and initiative teacher with clear-cut educational objectives whose main task it will be to maintain all value elements in balance. Teachers need and require help and they receive it in the form of suggestions. These suggestions must become the subject of selection and combination, completed by testing and evaluation. Educational objectives should then be involved in the testing of effective curricula and they should be given priority over the planning of other resources or needs. In conclusion of his article, the author characterizes requirements placed on the teacher in making a curriculum.

164. FROSCHKNECHT, R. - BRUNNER, I.: Planstudie Kindergarten. /The project for innovating kindergarten work./

Der Schweizerische Kindergarten, 70, 1980, No.7/8, pp.370-372.

Researchers have been developing for several years now a project to innovate kindergarten work in the canton of Zurich. Discussion has been opened on this material and negative comments prevail. Teachers worry about the demanding methods and didactics of the concept. The paper written by two teachers who are testing the project in practice indicates that it is principally conceived as a purposeful application of children's activities. They describe the subject of cooking in kindergarten, when be children become familiar in an active manner with the making of tea, the utensils and foodstuffs related to it. The main line of the programme is to learn independently and, if possible, through exploration on one's own. When choosing subjects, the teacher should aim at pedagogical, didactic or methodological objectives, not at the actual content. Children's life should be organized so as to give them sufficient stimuli for mutual communication. At the same time, children must feel at ease, they must enjoy what they do.

165. HABIŇÁKOVÁ, B.: Celoslovenská metodická porada. /A national methodological meeting in Slovakia./

Predškolská výchova, 35, 1980/1981, No.1, pp.19-21.

The author informs about the national meeting in Slovakia of regional, district and institutional psychologists-educators and regional crèche nurses. When checking the fulfilment of tasks set at the preceding meeting the participants found that the preparation of personnel for the implementation of the new educational system in the form of individual study and practical methodological demonstration had been successfully completed. Several methodological materials had been developed, such as play employed in outdoor occupations, making children acquainted with water, remedial exercise, morning exercise, didactic games, song repertoire. It was agreed at the meeting to apply them experimentally in some selected facilities and to make them available, on professional assessment, to all crèches. It was agreed to authorize eight crèches to test, under professional guidance, the developmental stadards of crèche children by a method successfully employed in crèches in the G.D.R.

The participants discussed comments submitted on the draft document on planning educational work. It was also decided to organize interregional seminars in the future to secure a more expeditious exchange of experience. The first to be organized should deal with questions concerning the sequence of work carried out in crèches.

166. HABIŇÁKOVÁ, R. - GAILOVÁ, E.: Zhodnotenie prvého roku realizácie novej koncepcie v jasliach. /An evaluation of the first year of implementation of the new concept in crèches./

Predškolská výchova, 34,1979/1980, No.10, pp.261-264.

1 table, 5 refs.

The survey was conducted by the Research Pedagogical Institute in Bratislava and attention was focused on the following questions: 1. vocational training of personnel, 2. level of development and adequateness of the Programme of Educational Work and effectiveness of the Methods of Educational Work, 3. analysis of the current conditions facilitating the optimum fulfilment of the objectives of the educational programme. Data were obtained from 51 teaching crèches and regional educators. They could not be considered conclusive for the fact that the new concept of educational work had been applied for a relatively short time.

Concerning point 1: A central plan had been drawn up, published in the journal Předškolská výchova. This secured a uniform line of training throughout Czechoslovakia. Principal staff had attended courses, other personnel studied individually and were able to visit teaching crèches. Head nurses were responsible for their training and the quality of training also depended on them.

Concerning point 2: Forty-two percent head nurses expressed some doubts about the possibilities of fulfilling the new trends laid down in the educational content. Physical education was considered the best developed and adequate subject. The handbook The Methods of Educational Work was found useful; it should contain more specific methodological instructions and procedures.

Concerning point 3: The main factor in the efforts aimed at achieving a high quality of the educational process was the number of personnel and their qualifications. There were 33.9% unqualified persons employed in crèches in Slovakia. Educational work was made more difficult by the high numbers of children /a 20% increase/. There was a shortage of specialized literature dealing with individual educational components, especially with music and art education.

The authors sum up the evaluation of the first year of implementation of the new programme in crèches by characterising it by the efforts exerted by the crèche personnel to become familiar with its content and to learn how to put it into practice.

167. HÁJKOVÁ, J.: *Rozvíjení aktivity dětí.* /Developing children's activity./

Predškolská výchova, 35, 1980/1981, No.1, pp.6-9.

The current educational system applied in crèches lays emphasis on developing children's activity; developmental specificities pertaining to pre-school age should be respected, such as curiosity, spontaneous interest, need of activity and play. The younger a child is, the more it relies on an individualised communication with a person close to the child. Only after it has acquired some social experience, does the child turn its attention to other children and begins to see in them its partners and playmates. The method of implementation of spontaneous individual children's activity in crèches should be considered a major pedagogical problem. Conditions should be created to facilitate it by, for example, such an arrangement of space as would make it possible for children to play in small groups. An appropriate division of work by nurses and application of the principle of successive work with children will eliminate the concentration of children in groups much too

large. Occupations designed for toddlers will be effective only when carried out in small groups /up to five children/.
When playing, the child should be let free to choose the place, kind, pace and length of its duration. Play has an irreplaceable role in the child's self-realization and self-assertion. The educator may advice the child, encourage it, but he or she must leave sufficient scope for the child to employ its own approach and procedure. This requires an adequate arrangement and equipment provided for the play corners. A lot depends on the nurse's skills and organizational abilities.

168. HARLEY, R.K. - WOOD, T.A. - MERBLER, J.B.: An orientation and mobility programme for multiply impaired blind children.

Exceptional Children, 46, 1980, No.5, pp.326-331.
3 tables, 6 refs.

This is a survey of the development of programmed instruction in orientation and mobility designed for multiply impaired blind children. Scales were developed for each of the four main areas: motor development, sensory education, conceptual development and mobility skills. Programmed instruction was applied in all the four areas. It was tested for forty multiply impaired blind children in nine facilities by means of a special test for 16 weeks. The experimental groups making use of programmed instructional materials demonstrated a better overall performance in comparison with the control group. The project was financed by the Board for the Education of the Handicapped. It included the developing of assessment scales and the programming of instruction in the four areas. The scales had been developed to assess the orientation and mobility skills of blind preschool children. Lord /1966, 1967, 1969/ made use of the developmental task approach aiming at the development of a method to assess the orientation and mobility skills of blind preschool children. Important and suitable developmental tasks were prepared on the basis of the data obtained on child development and a list of skills was obtained from experienced teachers. The scales included the skills of attending to one's own basic needs, orientation with a stick and mobility skills, obeying sensory instructions while moving and ability of changing direction and negotiating bends. The principal study by Harley, Wood and Merbler /1975/ had been completed before the project was launched. The objective of the main project was to determine the simplicity of programmed instruction in orientation and mobility so as to make it available to teachers of multiply impaired blind children.

The first stage of development was the Peabody Mobility Scale /PMS/ designed to define the content of the assessment scale. This definition took place in two phases and it dealt with:

1. the mobility section of the scale;
2. expected skills, especially motor, sensory and conceptual, required in the original scale.

The final form of the Peabody Mobility Scale concerned the four main areas:

1. motor development;
2. sensory skills;
3. conceptual development;
4. development of mobility skills.

Each of these areas of the scale was divided into subscales given in figure No. 1. The whole scale contains 25 subscales. The next phase of the Peabody Mobility Project included the testing of the actual state to determine the effectiveness of the system as a programme of orientation and mobility, supplemented by the teacher, for seriously impaired blind children.

The authors further present a survey of five criteria of selection for 42 children enrolled in nine selective facilities. They also discuss the methods used to organise and assess the research results. They are summarized in tables Nos. 1 and 2. The results of individual t-tests showed that all four forms of instruction in the intervention system were effective as a basis for an educational programme. The results of the principal study brought some important discoveries concerning multiply impaired blind children.

1. The results of the performance demonstrated by children from the experimental groups showed that these visually seriously impaired children were able to learn basic motor, sensory, conceptual and mobility skills;
2. tuitors can effectively instruct multiply impaired blind children in basic orientation and mobility skills if programmed instruction is made available to them.

169. HILL, S.A.: *More than the third "R".* /Elementary school mathematics./

Childhood Education, 55, 1979, No.4, pp.215-220.
1 photograph, 7 refs.

The problem of mathematics teaching is represented by two trends: the one constitutes an opportunity of positive change and the other represents a setback from all the positive findings, well-tested through research. The call for going "back-to-basics" is a renouncement of positive teaching procedures.
The period of 1960-1970 represented a milestone in mathematics teaching. With the new tasks there had also arisen the need of the new function of an expert in mathematical instruction.
Intensive activities appeared in the period 1958-1970. The government subsidised a number of projects, sutdies and experiments concerning curriculum and these measures affected the teaching

of mathematics at elementary school. The term New Maths denoted a clear-cut system designed to replace fully the traditional programme. The innovations proposed contained many trends and many forms; reforms also reflected in revised textbooks and in classroom teaching. A new language was introduced - mathematical languague. The new content included informal geometry, it proposed to lay a greater emphasis on cognitive rationalization techniques rather than on the basic learning of mathematical skills. The proposals were often of a psychological or pedagogical nature: exploration and discovery as teaching methods, active pupil participation, a more intensive use of specific and manipulative aids. They were based on Brunner's and Piaget's developmental theories. They recognized the spiral curriculum model as an organizational model for the curriculum. The curriculum was transferred from secondary to elementary school; emphasis began to be laid on the content of mathematics teaching, not on numerical calculation .

In the 1975, however, the National Advisory Committee on Mathematics published the report entitled "Overview and Analysis of School Mathematics, Grades K-12", stressing the importance of numerical skills achieved through drill.

A study of teaching output by means of tests indicated a descending trend in mathematical knowledge /excessive watching of television, lack of motivation and interest, failure in maintaining a higher level/. What is the present situation at elementary school ? Some studies demonstrate an increase in knowledge, some a decline. An effective diagnostics was conducted by the National Assessment of Educational Progress in the year 1970 /in the traditional areas of fraction addition and subtraction; problems were found in operations with decimal numbers and percentage/. It was found that tests were an unreliable measure of performance. The "three R's" are indispensable today, but not sufficient. What has to be achieved is mathematical education, the ability to use mathematics efficiently in everyday situations:

1. the ability to cope in an intelligent manner with statistical information in all forms;
2. the ability to make use of devices and to understand them /the importance of using calculators and computers in teaching mathematics;
3. the acquisition of the ability to master perfectly numerical calculation which is the basis of any higher mathematics. The national Inspection Committee of Mathematicians laid down ten basic areas in mathematics: problem-solving; application of mathematics to everyday situations; mistrust of the reliability of results; estimate and approximation; appropriate numerical skills; geometry of measurement; reading, interpretation and drawing of tables, diagrams and charts; making use of mathematics for forecasting and knowledge of computers.

The National Committee of Teachers of Mathematics considers the teaching of the "three R's" a too narrow concept. In an effective programme of maths teaching students need to learn not only arithmetic skills, but they have to develop geometrical intuition as an aid to problem-solving and they must be able to interpret data. It is not only mathematics that teaches logical thinking, but also other natural and social sciences and the humanities, including the arts. In conclusion, the author of the article presents the recommendations for the year 1980, as prepared by the National Committee of Teachers of Mathematics /the NCTM Project/, concerning the development of the new programme of mathematics teaching at elementary school.

170. JÍROVÁ, M.: Fulnecké dny J. A. Komenského. /J.A. Comenius Days in Fulnek./
Předškolská výchova, 33, 1980/1981, No.1, pp.11-13.

The tenth Comenius Days were held in Fulnek on 2nd-4th July 1980. The major papers were delivered by M. Vondruška, minister of school education, J. Havlín, secretary of the Central Committee of the Communist Party of Czechoslovakia and H. Růžičková, chairwoman of the Central Committee on the trade union. They discussed the implementation of the document concerning the further development of the Czechoslovak system of teaching and education, especially the new concept of preschool education;

they evaluated the responsible work of kindergarten teachers. The following papers were submitted in the section on preschool education: L. Bělinová: Function of preschool education in the further development of the Czechoslovak teaching and educational system, T. Liptáková: Experience with the implementation of the programme of educational work in the preschool facilities of the S.S.R., D. Kopasová: Possibilities of stimulating the speech development of preschool-age children, L. Klindová: Problems related to raising the effectiveness of learning at preschool age, V. Opravilová: The kindergarten teacher as the first connecting link in the implementation of the new system of teaching and education, M. Kremličková: Art in the life of preschool children. M. Vlačihová, deputy minister of school education of the S.S.R., appreciated in her concluding address the successful implementation of the project in practice and thanked teachers and school personnel for their good work.

171. JÍROVÁ, M.: Po prvním roce práce podle nového programu. /After the first year of work according to the new programme./

Predškolská výchova, 34, 1979/1980, No.8, pp. 203-205.

To obtain data on the results of work conducted according to the new programme of educational work in the first year of its implementation, district methodologists were asked to collect experience, by means of a questionnaire, from the initial stage of the implementation. In a similar fashion, district crèche nurses were asked to complete the questionnaire. Another source of information were data gathered by the researchers of both research pedagogical institutes, including conclusions made on the basis of the supervisory activities conducted by kindergarten inspectors. It has been found that the objectives laid down in the programme are realistic, children are not overburdened. They concentrate better, work according to the new concept is more interesting for them. The level of intellectual development has increased, especially in the area of the scope of knowledge and mathematics. In some cases, however, attention is one-sidedly focused on problems of a mostly didactic nature, whereas educational problems do not achieve the expected level. The level of children's independent expression is also not satisfactory. It will be necessary to achieve a more profound cooperation with the family in this respect. To assess the level of children's preparedness for school attendance, a questionnaire has been developed to be completed by teachers of first grades of primary school. The results will be published later. Teachers and nurses ask for a more detailed breaking down of individual educational components.

They can make use in their work of methodological publications concerned with individual educational areas, designed as textbooks for pedagogical schools. On the basis of the programme of the further development of the Czechoslovak teaching and educational system, a long-term list of aids designed for preschool facilities has been prepared. The new teaching aids supplied to preschool facilities are being fully used and are assessed positively. A prerequisite for the successful implementation of the new concept is personnel training. Nearly a hundred percent of administrative personnel and kindergarten teachers have completed their training. The curriculum of all teaching subjects taught at pedagogical schools has been revised to comply with the new concept. Crèche nurses have received training in the institutes of further education of medical personnel. Ninety percent personnel have taken part in the training, out of which seventy percent were crèche nurses. Minor difficulties with the implementation of the new programme have arisen mostly where untrained teachers and nurses came to work for the first time, where unqualified personnel substituted the regular staff. The major task remaining for the future is to provide a more profound theoretical study and an exchange of practical experience.

172. LIPTÁKOVÁ, T.: Nový program výchovnej práce v materských školách SSR v školskom roku 1978/1979.
/The new programme of educational work in kindergartens in the S.S.R. in the school year 1978/1979./

Predškolská výchova, 34, 1979/1980, No.11, pp.29[illegible]-296.

The implementation of the programme of educational work depends on personnel and material conditions. The rapid development of kindergartens entails a high number of unqualified teachers. This problem is solved by their part-time study at pedagogical schools. The preparation training of teachers in compliance with the new programme is centrally coordinated by the Central Institute for Teacher Training in Bratislava and implemented by district pedagogical centres in cooperation with regional pedagogical institutes. When the standard of training and its content was being assessed, it was found in some cases that one-sided attention was focused on individual educational components and practical explanation alone. The level of teachers´ preparedness and its reflection in the quality of teaching and educational work has to be assessed every year and, accordingly, methods of its further perfection should be operatively selected. The quality of implementation of the requirements laid down in the programme is negatively affected by a a high number of children going to one class. In general, the equipment of kindergartens with aids is adequate. Teachers ask for additional aids designed for newly conceived components, such as work, language and literary education, mathematics. The quality of work does not depend on the quantity of aids, but on their affective utilization.

173. LIPTÁKOVÁ, T.: Plánovanie výchovno-vzdelávacej práce v materských školách. /Planning teaching and educational work in kindergartens./

Predškolská výchova, 34, 1979/1980, No.6, pp.151-155.

1 diagram.

The results achieved in education and teaching are determined by several stages of control activities: diagnostics /knowledge of objectives, content, methods, familiarisation with children/, prognosis /planning/, organisation /implementation of control activities/ and supervision over management. Planning lies in a detailed and profound consideration and definition of objectives, course of specific processes and projecting of individual activities to be implemented within fixed deadlines. The plan will define the means leading to the implementation of these tasks and the method of checking and assessing the results achieved.

The teaching and educational plan should contain:

1. a system of objectives - clearly defined results to be achieved through the activities of the teacher

and the children in any teaching and educational process;

2. a system of tasks - a definition of tasks whose fulfilment will result in the achievement of the defined objective;

3. a system of methods - a specification of objectives and tasks into a system of arranged content and activities to be carried out by the teacher and the children;

4. a system of forms - determining which organisational units will be used for the implementation of the teaching and educational processes;

5. a system of aids - determining which aids should be used by the children to acquire the content and achieve the defined objective. Simultaneously with breaking down the content of individual components it is necessary to schedule it into individual days. Daily preparation is a continuation of planning. It is a well-thought-out written determination of methodological procedures and the structure of the teaching and educational process. The written text is not a dogma. The teacher will creatively supplement the planned procedure and respond to actual pedagogical situations.
The author only outlines the problem of planning in her article. Nevertheless, it will be necessary to tackle it shortly, for it constitutes a factor limiting to a great extent the quality of the implementation of the programme of educational work.

174. LIPTÁKOVÁ, T.: Prieskum realizácie nového Programu výchovnej práce v SSR./A study of the implementation of the new Programme of educational work in the S.S.R./

Predškolská výchova, 34, 1979/1980, No.9, pp.234-237.

This is an assessment of the results found in processing the questionnaires completed in kindergartens in the S.S.R., by inspectors and methodologists specialising on preschool education. It has been discovered that even after a year's work with the new material, teachers and inspectors have not mastered the new features of the programme. This is surprising in view of the number of sessions devoted to methodological preparation for the new concept. Among other reasons given to explain the inadequate coping with the new approaches in the programme, they mention the varying degrees of specificity and structurisation of individual components and their ranges of content. Language and literary education, mathematical concepts, art and music education are considered the least structured. The tasks are defined in a general and ambiguous fashion, or not arranged systematically. These comments also largely reflect the assessment of the adequateness of the content of these ranges. Only 21% teachers and 18% inspectors consider the programme feasible. This poses the question of whether the programme really constitutes a binding normative material. Difficulties

arise most often in planning especially those topics teachers describe as little specific and unclear. The content of the subject-matter is concentrated especially in occupations. The high number of children in a group limits individualized approach to them. Control and methodological work is focused mainly on questions of organization, such as lack of methodological handbooks, too many demanding tasks, many unqualified teachers, rather than on pedagogical questions.
The specific comments raised in the questionnaire may contribute to the further improvement of the programme. The theoretical approach to questions concerning planning is not adequately developed. Moral education is conceived as an educational component and does not penetrate sufficiently the entire system of educational work. The publication The Methodology of Educational Work should be supplemented with separate methodological handbooks related to the individual components of educational work. Use should also be made of publication of a more general nature, published by the Slovak Pedagogical Publishing House.

175. MRÁZKOVÁ, J.: *Zaměstnání dětí venku.* /Children's outdoor occupations./

Predškolská výchova, 34, 1979/1980, No.12, pp. 335-337.

A teacher describes how she consistently implements

the requirement that whenever possible activities should be carried out outdoors, in the kindergarten garden. Children should be made used to being able to concentrate on an occupation even in the open. Physical education occupations are conducted outdoors even in winter. Occupations aimed at familiarisation with nature are principally carried out outdoors. The natural material of the garden can be used to develop mathematical concepts. Outdoor literary education is quite impressive. Music education conducted in the kindergarten garden has several advantages. It takes place in a healthy environment and the children experience intensively the content of songs dealing with nature.
The pleasant environment of the garden lends itself for games and dances. Even art education can be conducted outdoors. When there is snow, children draw or paint on the compact surface of frozen snow.

176. OCHAŃSKA, W.: Nauczanie początkowe w reformowanym systemie oświatowym. /Beginner teaching in the reformed system of education./

Chowanna, 24, 1980, No.1, pp.1-11.
4 tables.

This is a report summarising the course of the school reform enforced in the field of preparation of six-year old children for school attendance and in the teaching of first to third classes of primary school. It contains data on the curriculum, structure and number of teachers with respect to qualifications, discusses in detail especially the projects designed to train teachers for teaching according to the new concept, including provision of equipment and aids.

177. Progetto educativo e progetto didattico. /Educational project and didactic project./ Edited by R. Zannantoni.

Scuola materna, 68, 1979/1980, No.1, pp.29-35.
1 diagram, 6 tables.

This is a theoretical project dealing with the position of kindergarten in society, including a survey of the principal educational and didactic objectives /categorized according to types of activity and age./.

178. SCHMUNK, L.: Independent cooking centres.

Early Childhood Education, 13, 1980, No.1, pp.23-41.
6 tables, 40 recipis, 31 refs.

The author enumerates the reasons for why it is beneficial to establish cooking centres in kindergartens. When children cook, they learn not only to prepare meals, but they also learn the nutritional value of foodstuffs. Hunt in his book Intelligence and Experience recognizes utilization of correct nutrition in relation to intellectual development. Thus children become intellectually independent on many variables, such as experience, social environment, economic factors, practice in care of the child, nutrition and quality of prenatal and postnatal environment. Cooking centres should become part of the classroom. The author discusses the importance of education on nutrition for culturally deprived children and children from lower socio-economic spheres. Cooking centres contribute to the social, emotional and physical development of children, as well as to intellectual growth, They become a means of stimulating observation, exploration, problem-solving, manipulation, verbal interaction and emotional relaxation. Rapid psychomotor development facilitates to use these centres. Slicing, beating, cutting, mixing, scraping, grating, etc. contribute to the motor development of muscular areas. Visual coordination is perfected by placing the contents of one vessel into another. Verbal interaction with children in the cooking corner encourages the development of communication skills and social growth. Children learn to listen and talk with others in small groups, they learn to cooperate. Even discipline is strengthened during this cooperation. An active participation in these activities contributes to the emotional development of the child. Cooking centres also teach reading, mathematics, basics of natural sciences and language skills. A sensitive consciousness constitutes the main factor of growth in the child's education. Senses are better recognizable through the function of the cooking centre /new flavours, tastes, mental qualities stress the importance of the experience acquired/. How to found cooking centres in kindergartens - initially they should be organized in small groups which would later become the basis of an independent cooking centre. Only simple recipis should be used, and a limited number of suitable aids /pots and pans, spices, washing up devices/should be used. The first lesson should be simple and short and should make it possible for each child to get involved in the work. The author presents instructions for teachers how to guide children in beginner practical experience with cooking. An independent cooking centre requires careful preparation and quality guidance. It is necessary to cooperate with parents. The author includes a draft letter for parents. The teacher will prepare tables of several types: a model table: how to behave during cooking and after cooking, a table with words used during cooking. The author discusses further the use of a sociogram to investigate group work, including a list of the main equipment and aids used in an independent cooking centre. A table with a menu of home-made meals will become the basis for children's work in the cooking centre. The teacher should keep records about who is to cook and who is not to make sure all the children take turns. Each child in the room should prepare and eat a meal before they start to cook according to a new recipi . At first , recipis for uncooked meals are most suitable. Precaution must be taken when cooked and baked meals are being prepared. In conclusion, the author includes recipis for uncooked meals /29/ and cooked meals /21/.

179. SCHWARTZ, J.I.: The care of infants and toddlers in group settings.

Childhood Education, 56, 1979, No.2, pp.88-96.
1 photograph, 48 refs.

The family constitutes for the child an irreplaceable unit with respect to care of education, nutrition and healthy development. When it functions correctly, it plays such a role in the infant's development as cannot be provided by any other institution even though the function of the modern family has markedly changed especially due to women's employment. For that reason, centres providing care of children have been established /crèches, nursery schools, group care centres/, taking up the function of the family in cases where it does not exist or its quality is bad /infants of single mothers, handicapped children, children from broken families, etc./.

What is quality group care ? The author views group care of infants and toddlers from three perspectives: pragmatic conclusions, theoretical patterns and empirical resources.

The author presents a survey of the American family of today. The family constitutes economically a completely independent unit. The composition of the family has changed - one in six American children under 18 years lives in a single parent family. The most numerous are divorced women, women /single mothers/ under 25 years /Gross, 1977/. Today about one in three marriages ends in divorce, which - since the end of the last century - represents an increase of 700%. Statisticians foresee that four in ten children born in 1970 will spend their childhood in a single parent family. It has been found that the average child under 18 spends more time watching television than he or she spends at school and with his or her parents /Keniston et al., 1977/. There is an increase in the number of employed women who do not stay at home with their preschool-age children. In the year 1948, 26% of women with school children went to work, there were 54% of women working full-time in 1976; in 1948, 13% of women with preschool children were employed, while there were 37% of women who went to work in 1976 /Keniston et al., 1977/. Due to the high rate of women's employment, children have a limited access to adults.

According to the report published, by the Keniston and Carnegie Committee for care of children, one fourth to one third of all American children have been born in low-income families, i.e. most children have suffered from basic deprivation. 7% of white children under six and five in six black children under six who only had their mother had lacked basic provisions. This is why group care is organized now at an early age. All-day childcare facilities had one million places available in the year 1974; the need of such services was six and a half million places for children under six whose mothers were employed /National Council of Organizations for Children and Youth, 1976/. The number of programmes for infants and toddlers is insufficient. There were 58 programmes in the year 1973 /Balzer, 1973/. Cohen and Ziegler have found that by 1978 the number of programmes for infants had grown more rapidly than other sectors of day care. This is why it is necessary to organize external services and programmes. What is known about the effects of group care on infants /0-18/ months/and toddlers /19-36 months/? The author presents a survey of the effects of family versus group care and their comparisons. The report by Bowlby, published by the World Health Organization in 1951, summed up the results of the findings concerning the long-term development of children displaced from their homes. Bowlby stated that group care damaged the development and growth of an infant, for it did not allow the individualized care of one person. Hunt /1961/, stated, on the basis of findings achieved in research that infants separated from their mothers appeared insufficiently developed in most assessments of social, intellectual and physical development. This particularly applied to children in orphanages and children's homes. W. Goldfarb /1949/ and Dennis /1973/ found that if an infant was adopted before the second year of age, it was able to overcome the effects of institutional care, but if adoption took place after two years of the infant's age, the negative effects prevailed. Some studies indicated that a quality programme of child care can positively affect development or can prevent a slower development of intellectual functions which would otherwise occur in some children /Caldwell, 1972; Horowitz and Paden, 1973; Robinson and Robinson, 1971; Starr, 1971/. The author presents a survey of other research work into the effects of group care on infants and toddlers and analyzes the results. By Piaget /1952/, intelligence begins to develop during the sensomotor period which begins at infant age and continues till toddler age. The source of this intelligence is the infant's interaction with its environment and observation of changes affecting this environment. The infant cannot be taught skills not compatible with its stage of development. The infant begins to understand the reality through manipulation with objects in the natural world. These basic observations must be respected in developing quality programmes. Honig /1974/ presents a list of activities helpful in training intelligence of an infant in its sensomotor stage:

a/ *grasping skills* /manipulation with toys/;

b/ *constant functions of objects* /an understanding of the fact that an object exists independently of our own actions/;

c/ *means to an end* /using objects to achieve an objective/, overcoming obstacles in obtaining a toy, using an aid to get a toy;

d/ *new pattern in relation to objects* /discovering the functions of objects and using suitable aids/;

e/ *causality* /to see the difference between action and effect/; it will put a mechanical toy into motion by using a key, it will sound a bell;

f/ *structures of objects in space*: finding a toy by its sound, following the path of a thrown ball;

g/ *miming imitation* /blinking, nodding/

h/ *verbal learning* /imitation of baby talk sounds "la, la", naming of objects, listening to fairy tales;

ch/ *physical development and exercise*: stretching and bending legs, rolling a ball, bending to pick up objects;

i/ *sensory development*: listening, smelling, tactile, visual and tasting experience;

j/ *classification and arrangement*: choosing similar objects, opposing terms or extremes /hot-cold/, arranging three boxes into one another.

Piaget's and Eriksons theories provide a unique basis for developing an effective cognitive programme of quality group care. Some sections of the empirical data obtained in research into the typical features of the infant and its development are very important for programmes on group care. These are studies concerning individuality, competence, reciprocity, stimulation and emotional dependence on the mother. The author further analyses the studies on individuality, reciprocity, emotional dependence of the infant on its mother and applies their discoveries to the development of programmes designed for infants and toddlers. He states that these discoveries should be applied to create quality and universally available governmental programmes for children, supporting families in their efforts in care of children, not to replace them. Parents will then be able to choose quality alternatives in care of children whenever the need arises.

180. STRNAD, S.: Nový program výchovy v jeslích. /A new programme of education in the crèche./
Děti a my, 10, 1980, No.1, pp.3-7.

The author informs about two new publications entitled The Programme and Methods of Educational Work Designed for the Crèche and Kindergarten. Child education should be introduced from birth. Recently, objections have been raised against the existing practice of institutional births when the infant is immediately separated from its mother - such short contact during the first five to seven days of life is insufficient and affects adversely the development of affective relations betweenthe mother and her child. The absolute absence of the father during this time also negatively influences the building up of mutual relations. It is suggested that women should again give birth at home, or to solve the problem by a compromise /a room for two to four mothers would be connected by a glass wall with the box of their infants/. Visits by fathers should also be encouraged. In view of the fact that the first days, weeks and years play the most important role for personality development, extraordinary care and attention is devoted by our state to the entire preschool period. Crèches constitute the first link in the teaching and educational system. In adition to medical care, children also get systematic education there. This is why the Programme of Educational Work has been developed, based on the new concept of preschool education, and it stems from the existing practice of collective facilities. On experimental testing, it has been approved as a binding document for the work of all crèches. The author further characterizes individual tasks put forward in the document. The crèche constitutes a suitable supplement to family care. The programme of education defines adequate educational tasks for each year of age - from simple tasks to more complex ones. The author points to the danger of speeding up children's develppment. Children do not mature at the same time, even their character traits are different. The development of each child in the crèche is studied carefully - by doctors, nurses, sometimes psychologists. His or her developmental potential is respected and individualized educational objectives are set up accordingly. The author further discusses the importance of cooperation between parents and crèche nurses. When a child starts going to the crèche, it should not seem for him or her a too drastic change. Parents can help their children by guiding them to independence well ahead and making them used to an unfamiliar environment, people and children. The new programme is a contribution to the providing of increasingly better conditions and prerequisites for an all-round development both in the crèche and in the family.

181. ZAREMBA, E.: Problem integracji w nauczaniu poczatkowym. /The problem of integration in beginner teaching./

Chowanna, 24, 1980, No.1, pp.49-57.
8 refs.

The author deals with various aspects of integration in teaching in first to third grades according to the revised concept, especially with integration of educational and teaching objectives as well as interdisciplinary integration.

3.4 Cooperation between preschool facilities and other institutions and general public

182. AGARD, A.: Les Commissions de l´éducation spéciale l´école et l´enfant handicapé./The Commissions for Special Education, school and the handicapped child./

Education et développement, 1980, No.139, pp.36-42.

The author informs about the activities of the bodies founded by a legal decree after 1976 for nursery, primary and secondary schools, designed to control and coordinate the education of handicapped children. In addition to teachers, educators, school psychologists and doctors, social workers and parents are involved in the activities of the commissions.

183. CICHOCKI, A.: Formy wspólpracy przedszkoła ze szkoła I. stopnia na przykładzie Finlandii, Norwegii i Śzwecji. /Forms of cooperation between nursery and primary school illustrated on the examples of Finland, Norway and Sweden./

Ruch pedagogiczny, 22, 1980, No.2, pp.238-242.

In the first section of his article the author informs about various forms of cooperation between preschool facilities and school in several countries of the world; he presents data from the socialist as well as the capitalist and developing countries from Mialaret's book Preschool Education in the World.

In the other section of his article, he informs in detail about experiments designed to test the efficiency of various forms of cooperation between nursery and kindergarten and primary school in the Scandinavian countries. Continuation of work of both types of school constitutes a prerequisite for good results to be achieved at school.

184. CONTESSA, G.: *L'innovazione possibile. Ricerca sulla comunicazione tra scuola e famiglia a sulla partecipazione in tre scuola materne di Bolzano.* /A possible innovation. A study on communication between school and the family and on parent participation in the activities of three kindergartens in Bolzano./

Scuola materna, 67, 1980, No.12, pp.795-804.

The author reports on a study conducted among the parents of kindergarten children using questionnaires based on precisely defined methods. The author further evaluated the answers, and includes samples of the questionnaires.

185. MARTYNOVA, S.S. - ARTYUKHOVA, N.S. - DAVYDENKO, N.N.: O preemstvennosti v rabote detskogo sada i shkoly. /On continuity between the work of kindergarten and school./

Nachalnaya shkola, 1980, No.6, pp.5-8.

Positive results in the first to third class of primary school cannot be achieved without making use of all that the child has acquired in the first years of his or her life. Insufficient continuity between the organization of educational activities of kindergarten and school may hamper the further developing of many positive qualities the child has acquired in kindergarten, or they may even disappear. This especially applies to habits related to social life, neatness, activity, mutual help. Not only habits alone are fostered in children, but also needs, such as the need to wash one's hands before a meal. A certain style of behaviour is fostered in the children. These habits are not fully utilized at school, they tend to disappear quickly and are difficult to form again later. For this reason, the teaching staff of the department of pedagogy and methodology of initial teaching at the Omsk Pedagogical Institute devote a great attention in teacher training to questions concerning continuity between kindergarten and school. Students get acquainted with the curriculum of educational work developed for kindergarten. When doing teaching practice at the beginning of the school year, they are asked to observe individual pupils in the first grade and to become familiar with the specificity of planning and organizing instruction in the first grade.

The authors further describe cooperation between a kindergarten in Omsk and a primary school. The annual plan of both facilities defines the main objectives to be fulfilled jointly, measures designed to get acquainted in detail with the methods of teaching and education used in both facilities , mutual help in organising events such as exhibitions, voluntary work, organizing patronage assistance. In conclusion, the authors present an example of the plan.

186. NILSSON, L.: Släpp in föräldrarna i daghemmen. /Bring parents to kindergartens./

Förskolan, 63, 1980, No.8, pp.13-14.

Parents and kindergartens remain two separate notions. Experiments conducted in Sweden prove that parent participation in planning work with children in kindergarten may bring about positive results. The presence of parents in some games or activities may positively affect work with children.

187. PAVROVSKÁ, L.: *Využití patronátu ve výchovně vzdělávací práci mateřské školy.* /Making use of patronage in the teaching and educational work of kindergarten./

Predškolská výchova, 34, 1979/1980, No.10, pp.269-270.

This is an extract from a pedagogical reading. The author describes cooperation between kindergarten and a military unit. The soldiers invite the children to celebrations of the Day of the Czechoslovak Army, the children prepare gifts for the soldiers, the soldiers patricipate in the preparation of a carnival, help to prepare and organise an outing.
The author defines very carefully in the plan of cooperation the educational objectives to whose fulfilment the patron can contribute directly. She mentions some examples of these activities and their effects on the children and how, on the other hand, they affect the patron. She stresses the necessity to inform the patronage organization about the objectives and tasks of the kindergarten.
The entire teaching staff and the Parent-Teacher Association are involved in the cooperation with the patronage organization.

188. SAMEŠOVÁ, E.: Účast dětí mateřských škol na kulturně politickém životě města. /The participation of kindergarten children in the cultural and political life of the town./

Predškolská výchova, 34, 1979/1980, No.12, p.338.
1 photograph.

The author describes the experience of the kindergartens in Česká Lípa ~~from~~ aesthetical education developed through the children's participation in the political and cultural life of the town. The preparation of the children for a public performance is part of routine teaching and educational work, i.e. all children are well prepared for it. The school sees to it that the children are neatly groomed and that their general performance is aesthetical. The children's taste develops through their active participation in arranging and decorating the environment of their kindergarten. Visits of exhibitions, natural history museum, district library, cinemas and theatrical performances constitute routine components of aesthetical education.

189. Scuola e famiglia. /School and family./

Scuola materna, 67, 1980, No.14, pp.911-920.
1 photograph.

Editors of the journal and prominent educators discuss the following subjects: the growing educational role of kindergarten, taking over some functions of the family, cooperation between the family and school, original experience in this respect.

190. ŠINDLÁROVÁ, V.: Kultura na vesnici. /Culture in the village./

Predškolská výchova, 35, 1980/1981, no.4, pp.13-16.
1 photograph.

In addition to educating children, a village kindergarten teacher takes care of the cultural life of the parents and public. The kindergarten participates regularly in celebrations of the Month of the Czechoslovak-Soviet Friendship, May Day, welcoming of newly-borns in the community. These are long-term tasks, requiring long-term preparation; they are integrated in the monthly plans of educational work. Children's participation in cultural events, even though demanding, does not interfere in any way with educational work. Cultural performances represent a culmination of their year-long work. Children become naturally motivated in their occupations, for they know that what they have learned in the kindergarten they will make a good use of on festive occasions attended by their parents and other adults of the community.

4. EDUCATORS OF PRESCHOOL CHILDREN

4.1 Parents, family

191. BOYD, R.D.: *Systematic parent training through a home based model.*

Exceptional children, 45, 1979, No.8, pp.647-648. 5 refs.

Cooperation with parents and their education has become the basic strategy in programmes for preschool handicapped children. Home based programmes where parents act as the first teachers of their children must involve cooperation with the parents and their training. The Portage Model /Shearer and Shearer, 1972/ provides weekly visits by tuitors in families with handicapped preschoolers. An individually modified programme is provided to a child with special needs /adaptation of the programme, discussion with the child's parents, correction or reinforcement of the feedback and written records of proposed activities on cards/. Well-defined procedures and a corresponding system have been integrated into the model of children's instruction, which does not exist in case it is the parents alone who provide instruction.

This is why the Portage Parent Program has been developed, laying emphasis on systematic parent training through a home based model. The objective of the programme is that each parent should be as much functionally in-dependent as possible and that he or she should assume responsibility for the planning and supplementing of instruction. Emphasis is laid on the assessment of parent-child interactions within the model of initial-subsequent behaviour where the preceding and subsequent activities of the parents serve to evoke and maintain the child's behaviour. The author describes and analyzes the programme, characterizes its advantages and shortcoming, including the role played by the tuitor in providing qualified assistance to parents and children. The Portage Parent Program provides operative approximation for effective parent training in natural environment. The Program has demonstrated that an individualized parent training programme has to be supplemented by tuitors working with developmentally backward children. The success of the Program demonstrates that effective instruction can be implemented in a home based delivery system providing individualized programmes for both groups /parents and children/.

192. BÜRGIN, Ch. - SCHMIDT, J. - VOLLENWEIDER-KUNZ, D.: Spitalärztlich beobachtete Fälle von Kindsmishandlung, eine Umfrage in der Schweiz. Aus einer Diplomarbeit an der Ostschweizerischen Schule für Soziale Arbeit, St. Gallen, 1979. /Clinically observed cases of child maltreatment, a questionnaire in Switzerland. From a diploma thesis submitted at the East Swiss School for Social Work. St. Gallen, 1979./

Der Schweizerische Kindeergarten, 70, 1980, No.4, pp. 204-205.
7 tables, 3 refs.

This is an extract from a diploma thesis submitted by the students at the school for social workers. The questionnaires had been sent to 88 wards in child hospitals, 76% of them responded. In the course of five years, 151 cases of maltreatment had been discovered, of children aged 0 to 16 years. Infants under one prevailed. Tables show who asked for medical treatment, injuries afflicted, measures taken to protect the child after discharge from hospital, who maltreated the child, education of those persons, composition of the family in which the child was maltreated. The authors of the study, however, were not able to find the sociopsychological causes of this phenomenon. The number of such cases is on the increase.

193. CARLBERG, B.: Barnens vardag - viktigt göra TV für barn. /The daily routine of the child - the role of televison./

Förskolan, 63, 1980, No.3, pp.22-25.

The author analyses situation in families where the mother is employed. Contact with adults in the family tends to be substituted by television. Often the child spends the better part of the day watching television. By choosing suitable programmes and reflecting upon their attitude to the child, the parents can often alleviate the negative effects of excessive TV watching. In conclusion, the author discusses the quality of television programmes for preschool children.

194. TSEKHANSKAYA, L.: Ranneye detstvo: zadatchi i vozmozhnosti. /Early childhood:tasks and potential./

Semya i shkola, 1980., No.11, pp.25-26.

At one-and-a-half years of age the child becomes more independent, but it still needs the help of adults. He or she becomes able to express his or her wish in words even though they are still little inteligible. An adult teaches the child to name correctly objects the child comes across in his or her everyday life, to understand and carry out simple directives /fetch me..../.

When developing language, such situations should be created as would make the child turn to the adult with a wish, etc., the child should be asked questions. Talking about pictures is effective. Towards the end of the second year of age it is possible to talk with the child about things and events he or she cannot see at the moment /what he or she did outdoors/.

In his or her second year of age the child can already walk; other motions should be developed /jumping, walking up stairs, running/. From the 18th month the child begins to eat independently. This is the most suitable age, for the child becomes interested in manipulating the spoon. To some extent, it also begins to dress and undress on its own, to wash his or her hands. The child's efforts at independence should be encouraged.

Manipulation with objects, with a construction set is very important at this age, for it enhances the child's intellectual development. At this age the child begins to play independently. Nevertheless, play with adults continues to stimulate the child and enrich his or her play.

195. CIBULKOVÁ, D.: Názory rodičov na telovýchovnú a turistickú aktivitu detí. /Parents' attitudes to physical education and touristic activities of children./

Trenér, 24, 1980, No.11, pp.522-523.

This is a paper written by a student of the Faculty of Physical Education and Sport of Comenius University in Bratislava, awarded the third prize in the University Student Researdh Contest. It is a study of the hobby activities of parents and three-to six-year old children in physical education.

196. DAMBORSKÁ, N.: Co je nefysiologické v přístupu k dítéti nejútlejšího věku. /What's wrong from the physiological point of view in handling a child in early childhood./

Psychológia a patopsychológia dieťaťa, 15, 1980, No.1, pp.21-37.
23 refs.

The author presents the latest discoveries concerning child development in early childhood. She informs about her personal experience and the results of research work conducted in the last decade in the following chapters: 1. Birth. 2. Immediate separation of the newly-born from the mother. 3. Decline of breast-feeding. 4. Unsensitive approach to the child with respect to education.

197. Děti v rodinné terapii. Připr. B. Osvaldová. /Children in family theray. Ed. by B. Osvaldová./

Děti a my, 10,1980, No.2, pp.13-14.
2 photographs.

The article informs about the principle and importance of family therapy as interpreted by Dr. Oldřich Matoušek, who has concerned himself with this method in the marriage counselling clinic established by the National Council in Prague. It informs about the methods of work used by a psychotherapist in the family. A detailed study of the relations prevailing in the family leads to the conclusion that mental complaints have sometimes an important function; they signalize something or help maintain a relationship threatened by a conflict. Every family has its mental balance and it guards it closely. The mental complaint of a member of the family may contribute to the maintaining of the balance.
It is a most tragic situation when it is the mother that fails in her role of wife and mother. The family is threatened by disintegration in such a case. Usually a substitute parental couple is established - father - daughter coalition.
The role of the therapist in this situation is usually to assume control over the rules of communication existing in the family; he establishes a coalition with someone in the family - usually he or she supports the weakest member. Cooperation with children in family psychotherapy is usually

done in the form of play or children are motivated by the therapist's respecting them, their wishes, wins them over by partial achievements, by improving the positions of all the members in the family. The therapy is usually successful if started sufficiently early.

198. GJURIČ, A.: Děti odcházejí. /The children leave./
Děti a my, 10, 1980, No.1, suppl. p. 3.

The author discusses the problem of the "syndrome of the empty nest". The examples mentioned indicate that parents are not adequately prepared for their children becoming independent and living their own lives. He mentions three case histories from his marriage counselling practice summing up all that constitutes this problem. It is a period when the marriage undergoes a new test, new perspectives are sought, new content and purpose of life, but also of the relationship. It is a challenge, both from the individual viewpoint, but also from the viewpoint of the married couple. Most parents manage to come to terms with this fact/those who like their work, who are able to maintain interpersonal relations, whose marriage is sufficiently "alive"/. Prevention of the "syndrom of the empty nest" is recommended. In the first place, people should realize that marriage has an irreplaceable role and makes it possible for the partners not to be lonely, to have someone to rely on, to find understanding from him or her, later on to care for one another. It is significant today that this period is entered by people younger than in the past, partners who are still active, with the prospect of living together for another 20-30 years. Their children's adulthood constitutes an accomplishment and fulfilment of motherhood and fatherhood. It is a period when children should be husband or wife in the first place, only then son or daughter and parents should cease being primarily father and mother and become men and woman again. Where people cannot cope, something is wrong either with their personalities or their marital relationship.

199. GUDEVOVÁ, J.: Dovolená s dětmi. /A holiday with the children./

Rodina a škola, 27, 1980, No.7, p.4.

The author offers advice to parents how and why to spend a holiday with their children of preschool and junior school age. Parents with children under three should not choose for their holiday a climatically extreme environment, especially where high temperatures prevail. The place chosen should be adequate with respect to hygienic requirements and the children's nutrition. Preschool children do not appreciate the beauty of the landscape, the pleasant place chosen for the holiday or the comfortable hotel, but the fact that their father and mother play together with them, build sand castles , jump about in water. If possible, from morning till evening. A holiday spent together reinforces a very close contact between the parents and their children.

200. HOCK, E. - CHRISTMAN, K. - HOCK, M.: Factors associated with decisions about return to work in mothers of infants.

Developmental Psychology, 16, 1980, No.5, pp.535-536.
2 refs.

The study was designed to investigate factors associated with dedisions about return to work in mothers of infants who originally planned to stay at home with the infant. A group of 20 mothers who had changed their original decision was compared with a group of 62 mothers who had not changed it. Semi-structured interviews were then conducted with both groups of mothers, first in the maternity ward after they had given birth and later on, at three and eight months of the infant's life. On the basis of these interviews mothers were assessed from the viewpoint of ten different factors that may have influenced their decisions about return to work. Mothers in both groups agreed in that they were afraid of leaving their infants. The mothers who had returned to work, however, were significantly different in that they showed a much greater interest in their work and attributed to it a more important role in their lives, they had a less positive attitude to the role of mother, had a bigger aversion to their infants' signs of dissatisfaction and more often interpreted these signs as a rejection of the mother by the infant. These mothers had also planned their pregnancies less often.

201. ITEN, A.: Die Sonnenfamilie. /Ein Familienbeziehungstest im Spiegel von Kinderzeichungen. /A sun family. A family relations test mirrored in children's drawing./

Oberwil bei Zug, Verlag Rolf Kugler 1980. 198 pages.
Reviewed by: Baumann-Gasser, V.
Der Schweizerische Kindergarten, 70, 1980, No.12, pp.646-647.

Relations between parents, siblings, even unconscious ones, can be expressed by the child in his or her drawings. The author asks a child to draw the members of his or her family represented as the sun. This will make it possible to let the deepest layers of the child's subconsciousness express themselves. The size of individual suns, their positions, the carefulness of the execution of the drawing, the mutual likeness, their colours make it possible to find out what relations prevail between the individual members of the family. It is possible to read from the drawings from whom the child shrinks away, where the child feels coldness and indifference. Nevertheless, the author warns not to make premature conclusions, for the drawings are influenced by immediate circumstances. We should try to seek additional information about the child and to verify the hypothesis obtained by analysing a drawing.

202. JIRÁSEK, J.: Manželské soužití před očima dítěte.
/The marrital relationship viewed by the child./
Děti a my, 10, 1980, No.3, pp.11-13.
3 photographs.

The author discusses the problem of the marrital relationship taking place in the presence of the child. The child needs a permanent response to its behaviour and its existence in the family. The child's affective responses are genuine only when the child feels that they are based on a solid and well-balanced footing. Situations sometimes arise in the family when the happy climate is disturbed by serious troubles not discussed with the child. Undesirable deviations are put right in the course of time and the stability of the family is reinforced. Such a relationship between the husband and wife rearing a child can be considered ideal as has maintained the same affective bond it had at the time it was established. The routine function of coexistence will become automatic and reinforced and a matter of course.

It will serve as a permanent source which - in a failproof manner and with a little use of human energy - will keep supplying the affective climate in the family and which, through a successful utilization of this climate - will receive feedback information about its reliability.
The behaviour of the parents functions as a pattern, as a norm the child takes as its model. It is, therefore not necessary to praise the child when it talks and behaves on our model nor to punish it for bad behaviour which is a replica of the bad example the child sees at home. The relationship between its parents serves as a model of relationships prevailing among people in general. In the course of their long childhood children should build up their own image of their future marriage and parenthood. The author discusses problems related to undesirable coexistence of children with parents in marriages facing divorce, conflicts, extramarrital relationships of one of the parents and in new marriages. When do such situations arise ? These are individuals unripe for marriage and parenthood /in their attitudes to the family they are immature, sentimental or excessively ambitious anarchists/. These are usually individuals who themselves come from unbalanced and broken homes. Every individual alone must create, by employing his or her intellect and affection, effective stimuli for normal parental behaviour. The relatively best solution is such as makes it possible to create normal relations in the newly consolidating families. Even new models may be better than

those prevailing in the original family. Such a renewed relationship, even though marked by former serious mistakes of one of the parents /either natural or by marriage/ may prove for the child to be just as good or even better than the one he had to live through at the time of marital conflicts and this is what we should try to achieve bearing the child´s benefit in our minds.

203. KÁŠOVÁ, J.: Zaměstnání předškolního dítěte doma.
/Getting a preschooler occupied at home./
Hračka, 15, 1980, No.4, pp.14-15.

The author describes spontaneous activities and activities controlled by adults carried out by a preschooler at home.

204. Kde to to dítě vzalo ? /Co má vliv na povahu dítěte./
/Where did the child pick it up?/ What affects a child´s character. Ed. by B. Osvaldová./
Děti a may, 10, 1980, No.1, pp.14-15. Part 4.
2 photograph.

This is the fourth continuation of the discussion with Dr. Oldřich Matoušek, psychologist in the Day Sanatorium Horní Palata on the importance and function of the role of parent with respect to the development of a child's character. Parents or their substitutes are persons the child can always turn to for support. Support constitutes the basis of trust in the world and people. A prerequisite for a healthy development is not only to provide a loving environment for the child, but also a situation in which the parents establish in their relation to the child some sort of a coalition and make it possible for each other to apply adequately their roles of parents. Most signs of disturbed mental health were demonstrated by those children that did not get support from either of the parents even though they lived with one of them. The author further discusses education as a continuous process taking place from early childhood. He mentions the following types of education:

1. authoritative education - too strict norms;
2. too democratic education - all obstacles must be removed, it is little demanding;
3. inconsistent education - oscillating between the two extremes.

Models of authoritative behaviour are transferred from generation to generation. Education in the family takes place outside conscious control. Even though at a certain age we criticize our parents' education, we find out later on that we behave in the same manner they did. Parents transfer neurotic behaviour on their child, while the child itself has not got any motive for such behaviour. Parents serve as a model for their child. In education, a child learns a number of things either by the trial and error method or by imitation - the first models are the mother and

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father. The child imitates its mother at first, later on the parent of the same sex with whom the child identifies itself - it is likely to look like this parent as an adult. There does not exist a specific age determining the character of the child. Any experience, including social learning, affects a child's character even in adulthood. The results of research conducted in children's homes and institutions demonstrate that even between children growing up in institutions one quarter of them develops in a healthy and normal manner, even after the traumatic experience they have gone through. Social learning can contribute to healthy development at any age and at any age in an individual's life something can happen that will generate pathological development.

205. KENDRICK, C. - DUNN, J.: Caring for a second baby: Effects on interaction between mother and first born.

Developmental Psychology, 16, 1980, No.4, pp.303-311.

4 table, 15 figs.

The birth of the second child may affect the interaction between the mother and the first born child. This study was designed to investigate how the interaction between the mother and the first born is affected by the mother's caring for the second baby on the one hand and, on the other, by the mother's not caring for the second baby. The researchers investigated 40 families with two children; the average age of the first born children was 25 months at the time when the second baby was born. Interactions between mothers and children were observed and interviews with mothers were conducted in their homes. Observations were recorded by categorizing the interactions taking place between the mother and the first born. Each family was visited at least twice; once before and then after the second baby was born /2-3 weeks after it was born/. When investigating the effects of the second baby, interactions between the mother and the first born were compared in three types of situations: a/ when the mother fed the second baby, b/ when the mothel held it in her arms or cared for it, c/ when the mother did not care for it. The results showed that when the mother cared for the second baby, the number of both negative interactions between the mother and the first born /disagreements, prohibitions, etc./ and positive interactions/looking at one another, joint watching, the mother's taking notice of the child's activities, etc./ increased. The mother devoted less attention to the first born especially when she did not care for the second baby. All the above effects of the second baby on the interaction between the mother and the first born showed more markedly in younger first born children. Disagreements between the mother and the first born occurred more often when the second baby was bottle-fed rather than breast-fed. The sex of the first born did not affect the results obtained.

206. KOČOVÁ, E.: Rodiče a děti. /Parents and children./
Základní a rekreační tělesná výchova, 25, 1980, No.8, pp.7-10.
11 figs.

These are exercises designed for parents exercising together with their children and suggestions how to exercise at home by making use of a chair.

207. KUKUROVÁ, Z.: Děti do úschovny anebo kolosální nápad kina. /Children in the left-luggage office or the colossal idea of the cinema./
Děti a may, 10, 1980, No.1, p.16.
1 photograph.

This is a contribution to the discussion on how to tackle the problem of a mother who has nobody to look after he child when she needs to go and see her doctor. The author was inspired by an article published in the magazine Revue Teplice. Parents who decide to go to a cinema and have no baby-sitter can sit happily watching the film, while their children enjoy themselves in a room called "The Studio". The author suggests to solve in a similar manner the problem of a mother who has to go shopping, see her doctor or has another important appointment and does not want to bring along the child. We should try to solve even such a seemingly banal problem which would rid mothers of young children of one of many everyday worries, it being a world-wide problem anyway.

208. MARHOUFOVÁ, J.: Kde pramení sny ? /Where do dreams come from ?/

Děti a my, 10, 1980, No.2, pp.23-25.
2 photographs.

This is an analysis of three cases of permanently rejected children with long-term stress situations in their families resulting in the neurotisation of the children. Developmental disorders occur even in children who are seemingly educated as model children /these are children of average, ambitious parents who decide that their children must represent them/. Neuroses are disorders of the higher nervous system characterised by a broad spectrum of subjective complaints of physical or mental nature, disorders of the functioning of various organs with minor or no findings and without pathological changes /speech defects, sleep disorders, disorders in the sexual field, of the digestive and urinary system, neurotic headaches, nail biting, thumb sucking, shoulder twisting, forward and backward movement of the torso, etc./. It is a consequence of being in a hurry all the time, we have no time to stop and think, we focus on false values. We should reorganise our routine activities so that children are not deprived in our presence, do not suffer from fright and anxiety. Let us try to find time to spend holidays, vacations with our children. Let our children grow up in an atmosphere of tenderness and love.

209. MARTIN, R.: Väter im Abseits. Mutter und Kind in der vaterlosen Gesellschaft. /Fathers in offside. Mother and child in a fatherless community./

Stuttgart, Klett-Cotta, b.r.
Reviewed in: Der Schweizerische Kindergarten, 70, 1980, No.2, pp.92-93.

The author ciriticizes the deep-rooted division of roles in the family into male and female and demonstrates how children are deprived if their fathers are indifferent to them.

210. MATĚJČEK, Z.: Je to dítě normální ? /Is the child normal ?/

Rodina a škola, 27, 1980, No.2, p.6.

The author analyses the results of a survey demonstrating that most parents consider their children abnormally restless and subnormally concentrated, i.e. a deviation from the norm. He states that parents consider normal what is actually "abnormal", but optimal. A relaxed, calm child that concentrates easily is simply an ideal. And since the overwhelming majority of children cannot even compare with this model, most parents express their disappointment by categorizing their children as "abnormal", subnormal or special. And they also act accordingly. Parents should correct and adapt their ideas and opinions to the reality of life. The extent of activity and ability of a consistent and deep concentration is a function of the nervous system. In children it is a function of the extent of maturity of the brain cells.

211. MATĚJČEK, Z.: Psychologická hlediska rodinné výchovy. /The psychological aspects of family education./ Československá pediatrie, 35, 1980, No.4, pp.232-233. Summary in Russian, English, 3 refs.

The author characterizes family education on the basis of comparison of psychological features prevailing in the education of children in the family and in an institution. There exist the following forms of institutional education in the C.S.S.R. today: adoption, individual foster care, family groups, Children's Towns, children's family homes and original children's homes. Unlike education outside the family, family education can be characterized by the following features:

mutual satisfaction of the mental needs of children and parents, depth and permanency of affective relationships, perspectives for the future, modelling of social relations on the parental model, bilateral educational efforts and emphasis on coexistence and sharing, as distinguished from the educational technique of rewards and punishments typical of education outside the family.

212. Náhradní rodinná péče. Sborník materiálů z konference pořádané v Olomouci ve dnech 11.-12. června 1979. Red. J. Kolouchová. /Substitute family care. The proceedings from the conference held in Olomouc on 11th-12th June 1979. Ed. by J. Kolouchová.

Olomouc, Palacký University 1980.
Reviewed in: Predškolská výchova, 35, 1980/1981, No. 3, pp.30.

This is a collection of papers dealing with various aspects of substitute family education. It presents a survey of the existing situation in the selection of future foster parents and adoptive parents and also points out to the various difficulties relating to the choosing of children, including socio-legal and medical questions. It also contains attitudes to the question currently discussed, i.e. whether to tell children the truth about their origin.

213. NOVÁK, T. - CAPPONI, V.: Proč lidé chtějí děti ?
/Why do people want children ?/
Děti a my, 10, 1980, No.4, pp.4-5.

The authors enumerate the reasons for why people want children. It is the "instinct of parenthood" which is principally a desire to experience the development of a child, to care for it and to cuddle it; there are psychosocial motives - the child is perceived as an extension of our own existence. Researchers seek an answer to the question of who wants to have children, especially by comparisons of women who want to and do not want to have children. Research findings indicate that people who do not want to have children are emotionally less stable, neurotic an show signs of general dissatisfaction with life. How does the child's existence affect the development of marriage? It enriches a good marriage, but divorces a disturbed one. The author characterise the qualities of best parents /affective maturity, responsibility, mental composure, openness and moral maturity/. Happy parents also have happy children who develop harmoniously. The child is conceived by them as an individuality in its own right, with duties and rights, a human being that has its irreplaceable position in the family, respected by all.

214. O'BRIEN, S.: Whatever happened to home sweet home ?

Childhood Education, 56, 1979, No.1, pp.16-22.
5 figs.

The author discusses the problem of adolescence, analyses it and suggests how to methodologically guide children in the period of adolescence. The parents of adolescent children usually observe egocentric feelings, inner crises stemming from physical changes taking place, diminished or inflated self-confidence, need of independence and dilemma of receiving /internal and external crisis/. Communication between parents and children often flounders when it comes to questions of alcoholism, nicotine addiction, drug addiction, sex. These are critical years for parents. What are the important changes parents of adolescents must come to terms with ?

1. Parents recall their personal experience from adolescence /risks, chaos, panic stemming from decision-making about "should I, should I not?", painful blunders/ and are worried lest their children should have the same experience;
2. Parents feel neglected when their adolescent children turn to friends for advice, help, explanation and spend their free time with them;
3. Parents are embittered when they see that their views and value systems are rejected by their children;
4. It is a period when parents reassess their own systems of values. A recent survey of families

organized by General Mills demonstrated that only 13% of parents believed in an authority, but 69% parents wanted their children to believe in it;

5. Parents find themselves in a dilemma, they face the fact that the young ones have more options and freedoms than they used to have and they envy them. They cannot come to terms with generation differences, such as increased sexual activity and consumption of alcohol and other addictive things. Strict prohibitions and restrictions result in a family crisis;
6. Parents often find themselves halfway through their lives with changes in jobs, divorces, deaths - they panic, which again results in a family crisis;
7. Parents experience a drop in their sexual activity and a loss of illusions, while the opposite is being experienced by their adolescent children.

It is so difficult to find understanding for one another. The authors suggest how to guide adolescent children in the family to restrict critical situations to the minimum. They also offer advice to adolescents how to cope in this period and how to behave in the family.

215. PLZÁK, M. - FRÝBOVÁ, Z.: Dítě a dvoukarierové manželství.
/The child and the two-career marriage./

Děti a my, 10, 1980, No.4, pp.6-8.
2 photographs.

The authors discuss the problem of two-career marriages and the education of children, illustrated on examples of several types of two-career marriages. Problems arise where both the man and the woman want to make the most of their professional qualifications. In view of the fact that so far a satisfactory network of services has not been established, this type of marriage is very demanding for both parents from the moment children are born. They want to meet all their obligations, feel guilty about unfulfilled tasks, there is suppressed and unsuppressed anger, they are overburdened at home and at work, all this results in a neurotisation of their environment, disease and dissatisfaction in married life. The other type of two-career marriage is where parents arrange for help in services, cleaning and care of their children/old-age pensioners, students/ and devote their free time to their children and hobbies. This marriage creates a happier climate, for parents are not exhausted and do not feel they are not getting anything out of life. Yet, there are some parents who are convinced that the state alone should take over care of their children. In such families parents are not exhausted and overburned by their obligations at work and in the household, but by their own interests which, however, are not up to the mark. Another type of marriage is where the husband and wife follow their professional goals at the price of their children practically not knowing them. In an overwhelming majority of cases, however, those partners prevail who take a proper care of their children and educate them properly. There is nothing more valuable for a child than happy and optimistic parents. Even in a two-career marriage there is planty of space for time spent together by the whole family. Yet, it is a question of quality rather than quantity and it is not possible to force upon the child our own predilections. It is possible to rear children in a two-career marriage successfully with a bit of resourcefulness, broad-mindedness, organisational skills, but especially an ability to identify what the child needs from us at a particular age.

216. PLZÁK, M. - PRÍBOVÁ, Z.: Dítě není jen štěstí. 1. část. /The child is not only happiness alone. Part 1./
Děti a my, 10, 1980, No.1, pp.19-20.
2 figs., 2 photographs.

To have a child is a social obligation of man. Nevertheless, the child does not always become a bond between the husband and wife, Illusions about the child as a source of parental happiness may only result in disappointment, for it is the very existence of the child that brings about worries for the parents. The affective interaction between the parent and the child is simple under twelve years of age of the child and is generally recognised. There is correspondence to positive and negative affective responses and general correspondence to intensity. The authors include a survey of exceptions from this basic principle. There is no correspondence when the child starts laughing during play, for the parents tend to respond warily, as a consequence of a sort of "pedagogical educational emotion". Affective interactions between parents and children are complex and entail many seeming contradictions. The authors present an example of how a child can affect the affective relationship between its parents. Normal and sensible parents are bonded by a permanent worry about their child. Worry about the child affects each of them separately, yet the mutual affective interaction between the partners is not affected in the way we tend to realise. Contemporary children have little opportunity of spontaneous movement, that is why they are difficult to manage. Most young parents, however, lack tolerance to their children's misbehaviour and do not understand that this is essentially a normal phenomenon and most typical of childhood. The child then cecomes a source of continuous rows between the husband and wife. We should realise that pleasure and happines cannot be had for nothing; only by ralising this can we become tolerant to our child and will not expect it to be exclusively a source of pleasure and happiness for us.

217. PLZÁK, M. - PRÍBOVÁ, Z.: Dítě není jen štěstí. 2. část. /The child is not only happiness alone. Part 2./

Děti a my, 10, 1980, No.2, pp.18-20.
2 photographs.

The authors discuss some incorrect attitudes of parents to the education of their children. They suggest a method how to eliminate wrong habits, even bad habits in children's education. They mention some basic differences between attitudes of mature and immature parents /parents' dissatisfaction when children do not meet inadequate requirements, when they are disobedient, they worry they will grow up into hooligans/. If a child witnesses marital conflicts and rows, it will behave in the same way as its parents in the future. If we discover our child is defiant and violent, it is only a consequence of our incorrect education, or it was born with such qualities. Such a child must not be punished, the only remedy is a change of environment and professional guidance supervised by a psychiatrist. If we are to guide the child well, we must get rid of our own nervousness, irritability and set the child the good example of a relaxed and friendly behaviour. This is the only way of ridding the child of aggressivity and bad habits. It is only through patient and consistent education what we will be able to change the child and not to hurt it.

218. PLZÁK, M. - FRÝBOVÁ, Z.: Kdy a kolik ? /When and how many ?/

Děti a my, 10, 1980, No.3, pp.8-10.
3 photographs.

The answer to the question when to have children and how many is affected by many factors. The existing practice is that in a young marriage the first born is in 50% of cases the product of lack of precaution and was the actual reason for marriage. It has been proved that two people who have some feelings for one another are able to build a normal, pleasant home for themselves and the child. Even though the first child comes into the world accidentally, most partners cope well with their parental role. The authors enumerate the reasons why young couples do not plan another child /a serious illness of one partner, two-career marriages, children's education is much more difficult today/. The child becomes not only a source of pleasure and happiness, but also of rows and conflicts between the partners. The authors present the results of a survey designed to investigate by means of a questionnaire why young couples had two children closely one after the other /it was more advantageous from the financial point of view, they could care for both children at the same time, the second child was a guarantee to them that should something tragic happen, they would have at least one child left, sometimes it was only a question of accident/. The authors mention the reasoning of parents who had postponed the birth of the second baby by several years. If we compare the reasoning of both groups of parents we see that the first group based their reasoning on rational economy, whereas the other based it primarily on emotion. The first group's reasoning is more up-to-date /arguments prevail how to make care of the child more rational in the sense of stereotyping and safeguards against possible tragedy/, the others are more interested in what they can offer to the child and what conditions they will be able to create for it. The authors also enumerate reasons for cases when it is not possible to immediately recommend a second baby. If the first child causes crises or conflicts in the marriage, it is necessary to postpone the second baby. In case the couple think the second baby will save their disturbed marriage, the family will eventually break up. It has been observed in counselling practice that where there are longer intervals between the births of children, the marriage is more mature. On the contrary, where birth of the second baby is motivated by jealousy of one partner, where one partner wants to bind the other to himself or herself, conflicts arise, usually followed by a split up. Another common problem encountered by marriage counsellors are young couples-students, without a flat of their own and money, but with two children. Conflicts with their parents and between themselves endanger even the most elementary care of the young children, even the young marriage. The authors conclude their article by stating that each young couple should responsibly approach the question of how many children to have and when, by bearing the benefit of the child in their minds in the first place.

219. PRAPER, P.: Razvoy lichnosti deteta i neke karakteristike vaspitanya. /The development of a child's personality and some characteristics of its education./

Predshkolsko dete, 10, 1980, No.1, pp.1-6.
4 refs.

The author studied an extensive sample of three-year old mentally endangered children /in 1000/, focusing attension on the social cirdumstances. His aim was to investigate how the family contributed to the disturbed development of child personality.

220. RADVANOVÁ, S. - KOLUCHOVÁ, J. - DUNOVSKÝ, J.: Výchova dětí v náhradní rodinné péči. /Education of children in substitute family care./

Prague, SPN 1979. 127 pages.
Reviewed in: Predškolská výchova, 34, 1979/1980, No. 12, p.342.

The authors present extensive data on the specificity of children's education in substitute family care, including socio-medical problems, psychological problems related to adoption and foster care and legal problems involved in substitute family care.

221. RUTTER, M.: *Bindung und Trennung in der frühen Kindheit.* Forschungsergebnisse zur Mutterdeprivation. /Togetherness and separation in early childhood. Research results on maternal deprivation./

Munich, Juventa, 1978.
Reviewed by: Rauchfleisch, U.
Der Schweizerische Kindergarten, *70*, 1980, No.10, p.509.

The book was translated from English. The author presents a survey of research conducted to investigate the consequences of inadequate maternal relationship to the child, including the relevant literature. Deprivation cannot be discussed in general terms, it is necessary to study its various aspects. There is a difference between short-term and long-term deprivation effects; children's responses are affected by their age, sex, temperament, preceding experience with separation from the mother, length of separation, existence of a substitute person. The term "maternal relationship" is very general and comprises varied aspects, such as a loving affection, building up of affective security, stimulating mutual contacts.

222. ŠVEJCAR, J.: Výživa kojence kojením. /Breast-feeding as infant nutrition./

Československá pediatrie, 35, 1980, No.10, pp.542-552.
4 charts, 21 refs.

A prominent Czech paediatrician presents in his study the most recent theories of breast-feeding which not only provides ideal nutrition for the infant, but also significantly affects its mental development. Mother milk is different from the milk of other mammals and cannot be substituted by any other milk; this has been proved by chemical analysis. Mother milk has not only a nutritional value, but also protective value, confirmed by immunological examinations and experience from little civilised countries where nutrition supplied through breast-feeding means survival for infants. Even though artificial nutrition has spread in many countries, the biological capabilities of mothers have been proved to be the same as in the past. The author explains the physiology of milk formation, mentions the necessity of practical training in breast-feeding and of encouraging factors affecting it positively. It is important to persuade a mother as early as pregnancy about the importance of breast-feeding for her infant to be born. Breast-feeding is also facilitated by an appropriate daily routine in the maternity ward: introduction of the "rooming-in system" makes it possible for the mother to breast-feed the infant when it needs it and to establish contact immediately after birth. Of no less importance for maintaining the ability of breast-feeding are the mother's daily routine at home and support from their family environment. Breast-feeding is indispensable for the infant's mental development, especially in the affective field; the strong affective bond between the mother and the infant established by breast-feeding will affect not only these two individuals, but - in a broader context - also the moral development of the entire community.

223. Vopsitaniye doshkolnika v semye. Voprosy teorii i metodiki. /Education of a preschooler in the family. Questions of theory and methodology. Ed.by T. A. Markova./

Moscow, Pedagogika 1979. 192 pages.
Reviewed by: Poteyeva, A.
Aktualnyje problemy semeynogo vospitaniya doshkolnikov.
Doshkolnoye vospitaniye, 1980, No.1, pp. 71-74.

The authors present extensive research data to illustrate problems related to family education of preschool-age children in a developed socialist society. They investigate this topic from psychological, pedagogical and sociological angles. They generalize facts obtained by studies conducted in families of various types and structures living in different parts of the U.S.S.R. The monograph consists of three sections. The first is introduced by the paper by T.A. Markova "Topical Problems of Children´s Education in the Family".T.A. Markova´s and D.D. Dzinsere´s paper "Methods of Research into Family Education" informs about research conducted in this field. They are followed by the paper by V.K. Kotyrlova and S.A. Ladyvirova "Motives of Mutual Relationships Between Children and Adults". This section of the book is concluded by the paper by S.P. Tishchenkova "The Specific Features of Children´s Experiencing Attitudes of Adults Towards Them". The second section of the publication consists of the paper by L.B. Zagikova "Education of Beginnings of Collectivism in Senior Preschoolers", by D.O. Dzinterev "Pedagogical Prerequisites of Work Education in the Family", by A. Ya. Studente "A Study of Some Questions Concerning Moral Education of Children", by K.P. Kyzovkova "Children´s Independence and Application of it in the Family", K.A. Klimova "Building Up Responsibility for Work Assigned".

The third section of the book contains the notes of a mother and psychologist, A.L. Novoselova "Experience with Purposeful Intellectual Education in the Family" and the paper by L.G. Yemelyanova "On Questions Concerning the Pedagogical Quality of Parents".

The publication is designed for scientific workers, but it is also useful for kindergarten teachers and parents.

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224. Vospitaniye doshkolnikov v semye. /Education of preschoolers in the family. Ed. by T.A. Markova./

Moscow, Pedagogika 1979. 192 pages.
Reviewed by: Artemova, L.V.: Doshkolnoye vospitaniye. Sovetskaya pedagogika, 1980, No.11, pp. 139-140.

The monograph consists of three section: the first section deals with theoretical questions concerning the family and the relationship between family and social education, the second section deals with a number of practical questions /education to collectivism, positive attitude to work, independence/, the third section contains extracts from diaries dealing with children's education in the family together with a psychological analysis. A topical question is to raise the pedagogical quality of parents.

4.1.1 Parenthood education, education of parents

225. BĚLINOVÁ, L.: Pedagogická poradna v mateřské škole. /Pedagogical counselling in kindergarten./

Předškolská výchova, 34, 1979/1980, No.11, pp.300-302.

The author reports on experimental pedagogical counselling in an experimental kindergarten in Prague 10. It stems from the document on the further development of the Czechoslovak system of teaching and education recommending to develop counselling in preschool facilities. The pedagogical counselling office was designed to provide services for a district in Prague 10. Its establishing was announced to kindergartens, trade union organizations of large industrial plants in the district and social organizations. The clients were mostly the parents of kindergarten children who came of their own accord or were referred there by the kindergarten headmistress. These were parents whose children had serious educational and socialization problems, parents whose children had logopaedic defects. Specialists alternated in the counselling office, an educator, sociologist, paedistrician and logopaedist. From January 1980, the counselling will focus on children who have been enrolled in school, but do not go to kindergarten. The experiment will be assessed on completing this stage and generalized conclusions and recommendations will be made. It has been found that the family, even though its social and material standards are good, often needs advice and help even in basic questions of education and care of the child.

226. BRABLCOVÁ, V.: Výchova k manželství a rodičovství.
/Education to marriage and parenthood./

Děti a my, 10, 1980, No.3, p.3.
1 photograph.

Education to marriage and parenthood is becoming part of the care of a healthy and successful development of the young generation in this country. The importance of the family in a socialist society has been stressed in a number of resolutions of the Central Committee of the Communist Party of Czechoslovakia. Education to parenthood, preparation of young people for marriage began to be developed systematically in this country in the fifth and sixth five-year plans. A number of institutions contribute to it. The author characterizes the initial difficulties that had arisen during the introduction of this type of education and presents a summary of results from a survey of the Research Institute of Public Opinion in 1979 /90% young people contacted by the Institute were in favour of this type of education/. The author further characterizes the new tasks set in this field for the next five-year plan. Main attention should focus on three ranges of problems comprising political and moral education, education to marriage and parenthood, health and sex education. Education to marriage and parenthood is still in its beginnings and results will show in the future in indic of an objective nature /the number of children born out of wedlock should decrease, as well as the number of abortions, divorced marriages with children, etc/. The main guidelines for education to marriage and parenthood have been developed to be implemented in the seventh five-year plan.

227. Detskiy sad i semya. /Kindergarten and family./ Doshkolnoye vospitaniye, 1980, No.8, pp.90-91.

The article presents information on an All-Union scientific and practical conference held to discuss the topic of "The activities of preschool facilities and national educational authorities aimed at raising the pedagogical qualities of parents". It was organized by the ministry of education of the U.S.S.R., Ukrainian S.S.R., Academy of Pedagogical Sciences of the U.S.S.R. and the Pedagogical Society of the R.S.F.S.R. It was attended by senior officials of the Central Committee of the Communist Party of the U.S.S.R., ministry of education of the U.S.S.R., heads of departments of the ministries of education from individual Union republics, preschool facility workers, parents, altogether 500 persons participated in the event.
The plenary session and sections listened to 50 papers presented by researchers, preschool facility workers, heads of national education departments, managers from industrial plants and cooperative farms, parents. The major papers dealt with the tasks to be fulfilled by national education authorities in raising the pedagogical quality of parents and the existing state of cooperation between preschool facilities and parents in the Ukrainian S.S.R.

All speakers laid emphasis on the fact that success in education of children depends to a great extent on the pedagogical preparedness of parents, on cooperation and unity of opinions preschool facilities and parents. They reported in detail about well established forms of work with parents that had proved successful, such as open door days, fathers' conferences, schools for mothers, universities of pedagogical knowledge, evening sessions of questions and answers, round table discussions, exhibitions of children's works combined with discussion sessions.

228. GJURIČ, A.: Únava z manželství. /Marriage fatigue./ Děti a my, 10, 1980, No.1, suppl. pp. 1-2. 1 photograph.

The author discusses the problem of marriage fatigue after ten to fifteen years of married life, its causes and effects. Most frequent are problems caused by living permanently one next to the other. Conflicts, crises arise, sometimes even mutual hatred appears. It is a period of the so-called "half-way marriage", stripped of many illusions, the time factor steps in, problems of stereotype and monotony arise. We come across two types of clients in marriage counselling offices:

1. couples with romantic concepts of a relationship, coexistence in two, they refuse to accept as a fact the basic risk a couple has to face -

the ability of becoming tired of one another and to cope with it in a constructive manner, they expect from the marriage something that is not inherent to it. These are individuals who have not gone through all developmental stages before marriage;

2. Faithful but monotonous marriages, especially the so-called closed marriages where partners are only focused on one another, also marriages without hobbies,marriages exclusively oriented on children and marriages as fortresses against the "evil" surrouding world. Unfaithfulness occurs in both types of marriage.

What are the principles of defense against marriage fatigue?

1. not to have unrealistic expectations about marriage;
2. defend the relationship against unnecessary monotony.

"Half-way marriage" offers scope for self-realization - to open up the relationship towards people, hobbies, assertion in one's job, but also to look for new horizons within the relationship of the two people. It is necessary to change unrealistic attitudes and to seek prevention as early as entering the marriage - to foresee fatigue and to be determined to overcome it and to try hard for it to settle in as late as possible and to reduce its force to a level as undamaging as possible.

229. Harmonické manželství - základ šťastné rodiny.
/Harmonious marriage - the basis of a happy family.
Suppl. prepared by J. Dlabal and B. Osvaldová./

Děti a my, 10, 1980, No.4, suppl.pp. 1-2.
2 photographs.

Marriage is not an institution per se and its objective is primarily to raise a family of physically and mentally healthy individuals. Marriage in contemporary society is the result of a deep emotional bond between partners and the family as the only institution to raise children and as a source of biological reproduction of society affects its members emotionally in the first place. It has been confirmed in practice that there is a correlation between the happy coexistence of parents and happiness, ease and feeling of security in their children. The family constitutes a model for the child from its earliest days, it sets patterns of behaviour, attitudes and affective responses. Negative patterns learned in a disharmonious family may negatively affect the child's future family of its own. Conflicts between parents, rows deprive the child of a feeling of security, cause shocks in the sphere of affective dependence.
The article includes examples of unsuitable handling of children and of tackling them. These conflicts result in children's neuroses /restlessness, lack of concentration, headaches, disturbed sleep, vomitting, lack of appetite/. Children's neurotic

distrubances can manifest themselves in anxiety , stutter, tic, eyelid winking. Another form are so-called pharyngeal tics caused by motion of the vocal chords and respiratory muscles during which a child ejaculates various sounds spontaneously. Some children are more susceptible to neuroses, there is a character or family disposition towards them. The decisive factors are unsuitable education, uncoordinated attitude of parents and grandparents to the child, indulgence alternating with pedantry. Lack of unity in education always has adverse effects. The article also deals with the position of a child in a divorcing family/the parents try to win the child over to their side by blackening the other parent and getting the child involved in their problems/. Children are very vulnerable to such behaviour. What is the position of an averagely talented child in a family where both parents are abnormally ambitious and fight and blame one another because of the child. The child may respond to such a situation with disturbed behaviour /it misbehaves excessively, it may be aggressive, cannot concentrate, plays truant, prefers to wander away from home, etc./. There is also the problem of encephalopathic children whose behaviour also appears to be neurotic. This kind of disorder is caused by a minor brain damage in early developmental stages /during pregnancy or birth. These children may be hyperactive /or slow and akward/ and may not manifest other symptoms but restlessness, absentmindedness and lack of concentration. Difficulties will arise at the beginning of school attendance. These children have problems with writing, drawing, handicraft and physical training. An unsuitable attitude or lack of understanding may disturb the child's start in life. Such a child needs a harmonious and understanding family. Cooperation between parents and teachers plays an important role in such cases. Children with this handicap go to special classes with a limited number of pupils. When working with these children, parents should be patient, calm, try to cooperate with the child, to encourage it, to appreciate it rather than to admonish it and punish it. These children should learn at shorter intervals and more frequently. Their dispositions disappear with increasing age and good care and these children can integrate into life without any serious difficulties.

230. HRUBCOVÁ, A.: Psychologický přístup k rodičům a dětem předškolního věku. /A psychological approach to parents and preschool children./

Základní a rekreační tělesná výchova, 25. 1980, No.8, pp. 13-15.

1 photograph, 8 refs.

The author informs about important facts pertaining to child development, important for the work of teachers and trainers, designed to make it beneficial for the family education of children.

231. *Kalendar dlya roditeley.* /Calendar for parents./
Moscow, Pedagogika 1979.
Reviewed by: Kamalina, L.: Nastolnaya kniga dlya
roditeley.
Doshkolnoye vospitaniye, 1980, No.5, pp.
75-76.

The calendar presents data on important social and political events taking place at home and abroad. Chapters dealing with family education can be found in columns entitled "Experience of Parents", "Family and School", "There Is a Newly-Born in the Family". Articles dealing with the education of preschool children mostly discuss relationships between parents and children, care of health, toys and play, preparation for school. They include predictors of the neuro-mental development of an infant in its first year of life. They also present material suitable for reading to children. A list of bibliography will make it possible for parents to supplement their pedagogical knowledge whenever they find it necessary.

232. KOPŘIVA, K.: *Ztracené iluze.* /Illusions lost./
Děti a my, 10, 1980, No.1, pp. suppl. pp.1-2.

The author describes the development of a marital relationship. He deals with the problem of disillusionment, The most serious source of marital disillusionment threatening even quite harmonious marriage is unfaithfulness. After ten years of marriage unfaithfulness means something else than at the time of courting /education of children, furnishing of a flat, worries about children´s diseases, building of a family house/; when they have all that is necessary for a content life, they lose the most important thing - trust. A discovery of unfaithfulness brings about permanent changes in a marriage. Something is definitively lost. Yet, even positive values may be found. The crisis forces either partner to review his or her style of marital life practised so far. They get rid of false ideas which used to govern their behaviour in place of real needs, they become less egocentric, become aware of the substantial values of a marital relationship. The best prevention of a crisis is not to live in illusions, to consider ahead what to do should unfaithfulness be discovered. If he or she arrives at the conclusion that he or she would try not to lose his or her partner and would try to win back his or her affection, then this is a mature attitude which if also shared by the partner, is both a sign and a guarantee of a happy and strong marital relationship.

233. Manželství a dnešní žena. Připr. B. Osvaldová. /Marriage and the contemporary woman. Ed. by B. Osvaldová./

Děti a my, 10, 1980, No.2, suppl. pp.1-4.
3 photographs.

This is another continuation of the series on harmonious marriage. It discusses the effect of the growing employment and raising qualifications of women on marriage and the division of labour in the family. It mentions the most important period in marital life - coexistence in two and waiting for a third member of the family. The first two years of marriage significantly influence the development of future marital coexistence. A number of problems appear in the emotional and sexual spheres, financial and housing problems, questions concerning coexistence in two which is handicapped in this phase. The relationship undergoes a trial, it is soon found out how the couple are prepared for coexistence and how they are able to accommodate themselves.

234. MIKHEYEVA, O.: Rol doshkolnykh uchrezhdeniy i semyi v vospitanii detey. /The role of preschool facilitie and family in children's education./

Doshkolnoye vospitaniye, 1980, No.9, pp.31-33.

The author generalises the experience from several preschool facilities. A kindergarten wanted to find parents' opinions of work education: they used a questionnaire investigating the following: what chores are done by the child at home; whether the child helps regularly at home or only when it is asked to do so; what problems arise in educating the child to a positive attitude to work; from what age is it possible to ask the child to fulfil simple work tasks. It was found, from 107 completed answers, that only 59% children showed efforts to work together with adults, 40% parents had no ideas about what chores could be done by children and how to organize children´s work at home; 37% parents believed that preschoolers did not have to work at home, 50% thought that children should work only when they felt like it. The incorrect opinions of parents could be overcome especially by the kindergarten´s organising joint work of parents and children in the kindergarten, in the garden, for example, or repairing toys. The kindergarten staff organized evening meetings with questions and answers called "Talks with an educator" /advice and recommendations concerning work education/ and "Talks with parents" /experience with work education in the family/.

235. **NOVÁK, T.:** Kdo jsou dobří rodiče ? /Who are good parents ?/

Děti a my, 10, 1980, No.1, pp.17-18.
1 photograph.

The author discusses some problems related to child adoption. He enumerates ten erroneous attitudes to adoption. The future parents have excessive expectations with respect to the child´s intelligence, other parents refuse to tell the child the truth about adoption, others consider adoption a means of solving their own marital and extramarital problems. Erroneous is also motivation caused by the pressures of environment /having no children is often linked with an inferiority complex/. Adoptive parents sometimes provide a sort of "sufflocating" lov where the child lives under greenhouse conditions. In conclusion, the author enumerates qualities that should be possessed by good adoptive parents.

236. PERNOU, L.: *Ya vospityvayu rebenka.* /Educating a child./

Moscow, Progres 1979. 270 pages.
Reviewed by: Tchanova, I.
Doshkolnoye vospitaniye, 1980, No.5, p.46.

This is a translation from French. It deals with child development and education from birth to four years of age. The first section of the book "Practical Advice" contains instructions for daily care of infants and presents basic data on infant physical development. The other section "To Understand and to Educate" is devoted to major educational questions: how the infant develops gradually, how to educate its relationship to the surrounding world, how to form its personality.
The publication draws upon the author's experience and research carried out by French educators and paediatricians.

237. Primernaya programma pedagogicheskogo prosveshcheniya roditeley. /A model programme of parent pedagogical education./

Doshkolnoye vospitaniye, 1980, No.8, pp.91-96. Continued.

This model programme is designed to serve as background material for drawing up teaching plans concerning all sections of the system of raising the pedagogical quality of parents. The programme has been developed in compliance with the Model of School Pupils' Education and with the curriculum of educational work in kindergarten, taking into account the age specificities of preschool children, junior and senior pupils. Problems of family education are mentioned in relation to questions of developmental physiology and hygiene, general and educational psychology. The programme consists of six sections. A list of bibliography is attached to all topics. The following is the content of individual sections:

1. "General questions of family education": communist education of children is a national matter. A communist approach to education is a necessity of developed socialism. Father and mother as educators, Age-related and individual specific features of children and respecting them in education;
2. "Development and education of children in early childhood in the family": Physical education in early childhood, Intellectual education in early childhood, Prerequisites for moral and aesthetical education in early childhood;
3. "Education and teaching of preschool children in

the family": Psycho-physiological specificities of preschool children. Physical development and education of preschool children, Intellectual education of preschool children.

238. Primernaya programma pedagogicheskogo prosveshcheniya roditeley. /A model programme of parent pedagogical education. Finished./

Doshkolnoye vospitaniye, 1980, No.9, pp.94-96.

This is the third continuation of the series dealing with the following topics: "Education and teaching of preschool children in the family": Development of speech of preschool children, Moral education of preschool children, Work education of preschool children, Games of preschool children and their importance, Tasks and media of aesthetical education of preschool children in the family, Preparation of children for school, Cooperation between kindergarten, family and public in education of preschool children.

239. ROGANINA, N.: Znaniye semyi - neobkhodimoye usloviye raboty s roditelyami. /Familiarity with the family is a necessary prerequisite for working with parents./

Doshkolnoye vospitaniye, 1980, No.10, pp.24-25.

A headmistress presents her personal experience. Work with parents begins long before children start attending the facility. In July and August children start coming to the crèche. As early as June, the works newsletter carries short articles giving advice how to prepare children for kindergarten, children's adaptation to the crèche, etc. Crèche educators visit the families of newly enrolled children and get to know the child, parents and family background. The second and third visits are planned by the educator according to the results of the preliminary familiarization, the child's behaviour, the parents' attitudes to their responsibilities, their interest in the child.
There also exist some so-called difficult families even though there are not many. Influencing these should be coordinated with the activities of the social organisations of the plant employing the parents.

240. SEMENOVA, V.: Chton ne imet trudnykh semey i trudnykh detey. /Not to have difficult families and difficult children./

Doshkolnoye vospitaniye, 1980, No.9, pp.64-66.

The first contacts with parents are established when the child is being enrolled in kindergarten. An interview at a discussion meeting, attended by the headmistress and also by the teacher involved, will reveal the child's position in the family, his or her predilections and specificities. It has also proved useful to fix hours for teachers' contacts with parents.

The author of the article discusses in detail the work with the so-called difficult families. Individual talks have been found most useful in this respect. Influencing the parents should be coordinated with the educational activities of the trade union organisation of the plant employing the parents. In some cases it was necessary, in cooperation with the plant, to modify their living conditions, to eliminate or alleviate undesirable effects. It has proved effective to promote positive experience from family education on the works radio. Conferences of fathers held to discuss the subject of "My life should set a good example" have been found effective. Humour and satire are helpful, too. Teachers performed scenes caricaturing some negative attitudes of parents,

241. STOLK, M. van: Sexual information: birthright of the child.

Childhood education, 56, 1980, No.4, pp.194-201.
1 photograph, 83 refs.

This is a study of the importance of sexual information from an early age. The child is part of the surrounding environment until it learns to perceive objects and to comprehend their relationships to others by means of perceiving other objects. The child sees itself in the same way we see it. Even though later on the child tries to re-assess itself, it is often unsuccessful, for the original self-appraisal made in childhood persists in adulthood.

The author discusses problems related to the adult-oriented culture in North America and its consequences with respect to emotional and sex education of children. This culture stresses the distinction between the sexuality of adults and asexuality of youth. Such an education has negative consequences /homosexuality of young people is on the increase, as well as rape, sexual abuse of children/. The U.S. Congress has recently allocated 14,5 million dollars for the programme against child sexual abuse enforced by the National Child Abuse Prevention and Treatment Act. The government also subsidises two centres providing care to abused children /Seattle's Harborview Medical Center and Child Hospital in Washington/. Over 90% victims are young girls /one third to one half of cases in Seattle are rape/.

The author discusses the development of sexual maturity. Lack of information about human behaviour /both of sexual and asexual nature/ contributes to a high degree of stress most people cannot cope with. It was found in Canada that one in six children born in 1968 needed psychiatric treatment; the number of suicides is increasing, as well as alcohol and drug abuse.

The child is a sexual being from birth. Separation from its mother, lack of physical nearness of both parents, isolation from others, separation of sleep and play - all this means a serious physical and emotional shock for the child. Children learn to hide their biological, sexual and other needs as best they can. Deprivation and trauma set in and negative childhood experience results in frustration, secluded life, feelings of loneliness, mental, physical and behavioural disorders in adulthood. In adolescence, distinctions are made between the adult and the adolescent and between both sexes. As a result, heterosexual adolescents start premature premarital intercourse, followed by feelings of guilt and depressive and unpleasant experience is formed in them.The number of sexual crimes committed by young people increases, homosexuality grows as a revolt against expanding heterosexual segregation. Latest research results demonstrate that North Americans are sexually handicapped in many categories and cannot, therefore, provide a model of sexual maturity to young people. The consequence is wrong education in childhood - a deep affective relationship was not formed in early childhood. The child must learn to receive and give love from an early age. In North America, children are reared in affective isolation from birth. It is necessary to satisfy the needs of physical and affective love in children. Children are separated from the mother too early /artificial nutrition/, both biologically and emotionally /strangers look after the child/. In other cultures /Eastern and primitive African cultures/ children get much more satisfaction with respect to emotional, physical and biological needs /they are carried on their mothers' backs, breast-fed/ in comparison with Western cultures, thus they undergo a normal development of healthy and accomplished sexuality.

The author stresses the importance of education to sexuality from an early age. In North America, the origin of the child is denied its sexual nature and sexuality has not been recognized even as a substantial component of marriage. These wrong approaches in families reflect in the sexual abuse of children and growing sexual dysfunctions. In spite of this, the curricula of medical schools have still not integrated sufficient information about sexuality.

Masters and Johnson stress that one half of all marriages suffer from some sexual form of complaint. The author lays emphasis on the need of education of physicians and sex therapists.

Most doctors in North America have not had the chance yet to expand or supplement their knowledge in the field of human sexuality /H. Liel found in 1963 that only one medical school in North America organised a course on human sexuality/ and only a few programmes have been developed since.

Human sexuality is not part of the curriculum in medical and health schools in North America. The author stresses the necessity of educating people to marriage and parenthood beginning with elementary school up to university /a survey of secondary school students in Ontario demonstrated that 70% of students wanted to obtain information about masturbation, abortions, attitudes leading to premarital intercourse, venereal diseases, single mothers, etc./.

F. Elkin states in his report prepared for Vanier

Institute of the Family that 90% Canadian educators require that sex education should be taught in schools. The author of this article further mentions requirements placed on parents in the sex education of their children and stresses the need of providing truthful information to children in this field from an early age. Education to marriage and parenthood should be introduced as early as kindergarten - only this attitude will guarantee an all-round development of children, i.e. emotional, intellectual, sexual and mental.

242. VISKUNOVA, T.: Pedagogicheskoye prosveshcheniye roditeley. /The pedagogical education of parents./ Doshkolnoye vospitaniye, 1980, No.11, pp.30-31.

The author informs about the organization and content of universities of pedagogical knowledge designed for parents of preschool children in Bryansk. For example, in one district of the town with 22 preschool facilities, 150 people enrolled in the university. The most active kindergarten headmistresses become their rectors and deans. Industrial plants provide help, too. The curriculum is broken down into two years /47 lessons per year/, the students meet once every month. The curriculum is discussed in the university council, with the district party organization, with the district board of the society Znaniye /Knowledge/, with the regional council administering national universities. When drawing

up the curriculum, the students' requirements and interests are respected, too. Lectures are presented by the personnel from district and municipal methodological centres, kindergarten headmistresses, professors from pedagogical institutes, teachers, physicians, party officials, lawyers. Meetings are organised with toy manufacturers, public security representatives, childcare inspectors.
Recruitment was made by means of leaflets supplied to all kindergartens, the House of Culture, industrial plants and works employing parents of children. Members of the university council attended discussion meetings with parents, they participated in works radio programmes informing about the objectives of the university and its curriculum. Works newsletters also carried information about the university.
Lectures were prepared so as to attract the attention of the students. For example, the topic of work education was accompanied by an exhibition of children's works dealing with the subject of "We Are Working". The students received written material with specific recommendations how to organise work education in the family, including a list of bibliography dealing with these questions. Children executed a performance of dances, songs and poems concerning the subject of "Mummy's Helpmates".
Similarly, a university for 250 parents from 25 preschool facilities was organised in another district of Bryansk. The parents were divided into individual faculties, according to their interests: early childhood, junior and senior preschool age, children's preparation for school attendance. Today, there are five universititas designed for 850 people in Bryansk.

At the end of each school year, teams of students and university councils jointly evaluate the results achieved. It has been proved that those kindergartens where parents actively participate in the university's activities, where pedagogical education is systematically implemented, achieve positive results in children's behaviour and in general, children are well prepared for school attendance.

4.2 Personality of educator

243. GERCHIKOVA, R.: Nekotoryye formy raboty s vospitatelyami. /Some forms of working with teachers./
Doshkolnoye vospitaniye, 1980, No.3, p.13.

The author describes experience from the activities of the kindergarten methodological centre. The centre devotes a lot of attention to the patriotic and internationalist education of children. Material has been developed for each component of educational work. These are long-term plans for all age-groups, illustrations, lists of methodological handbooks and children's literature, synopses of occupations, positive experience of teachers. An exhibition of children's books dealing with individual topics of patriotic education has been prepared /books on

Lenin, the mother country, the Soviet Army, etc./. The exhibition will also be transferred to the district methodological centre. The centre collects material designed for pedagogical education of parents. It is used at discussion meetings with parents, supplemented by an appropriate exhibition.

244. OSTROVSKAYA, L.: Professiya vospitatelya obyazyvayet.... /The profession of educator obliges..../

Doshkolnoye vospitaniye, 1980, No.8, pp.5-8.
4 refs.

The active attitude of an educator reflects in the high standard of his or her moral conviction and responsibility for fulfilment of tasks. He or she keeps abreast of the latest developments in his or her discipline, takes a comprehensive approach to educational work. He is aware that the pedagogical process entails not only planned tasks, but also such as cannot be foreseen. Individual educational tasks cannot be tackled separately, rather as a complex of activities carried out by adults, children, including effects of environment. Love of all children without discrimination is a prerequisite for success. A specific feature of this love is a demanding attitude to and respect for children, reasonable kindness and strictness.
An educator should analyse his or her own behaviour, assess his or her successes and shortcomings.
He or she should take an interest in the policy of

his or her country, systematically educate himself or herself and keep up with the latest findings of the pedagogical science.

245. SEMUSHINA, L.: Opredeleniye professionalnykh umeniy.
/Defining professional skills./
Doshkolnoye vospitaniye, 1980, No.11, pp.61-65.

A professiogram is a description of a model of activities containing: 1. basic functions /obligations/ of a professional person, 2. basic requirements a/ on the personality of a preschool facility educator, b/ on his or her comprehensive education training, c/ on professional training /psychological, pedagogical, methodological/.
To develop a professiogram for a kindergarten teacher requires the collective efforts of scientific workers active in the field of preschool education, those teaching at pedagogical institutes and pedagogical schools and of kindergarten personnel. The author presents in her article a section of a professiogram containing requirements on professional pedagogical training. It has been developed on the basis of analyzing normative documents defining the basic requirements to be filled by a kindergarten teacher /The Rules of Kindergarten, The Curriculum of Educational Work/; it is also based on an analysis of teachers' activities.

The professional functions of the kindergarten teacher are the following: 1. protections of life and health of the child, 2. the pedagogical function itself including the organisational and pedagogical function of the pedagogical education of parents.
The above section of the professiogram formulating requirements to be filled by the kindergarten teacher includes the following: 1. requirements on the teacher's personality, 2. requirements on psychological and pedagogical training, 3. requirements on methodological training.

246. VELICHKOV, B.: Pedagogicheskoyat moral na detskata uchitelka. /The pedagogical morality of the teacher of children./

Preduchilishtno vazpitanie, 28, 1980, No.8, pp.1-6.
6 refs.

An important factor in children's education are the personal and pedagogical qualities of a teacher. The author analyses the main principles of pedagogical ethics as a theory of pedagogical morality, specially oriented on objectives of preschool children's education in the field of morality.

4.2.1 Education of educators

247. AHO, M.L.: Laughing with children.
Childhood Education, 56, 1979, No.1, pp.12-15.
3 photographs, 6 refs.

What should every kindergarten teacher know about humour that may help him to establish better authority with his or her children in the classroom ? What is the role humour plays in classroom occupations ? The author presents a survey of research results and their applications in the kindergarten classroom. What is the teacher's role in conducting informal research and applying its findings to specific classroom situations ? The teacher can include humour into everyday occupations in the following ways:

1. by discovering many various kinds of humouristic literature suitable for a specific grade /classroom story reading; the children may read in unison and recite; they may look up and read similar stories, narrate them and look for books with similar themes;
2. by encouraging children to develop humour in language classes by means of word puzzles, jokes, puns, twisters, humorous cartoons and caricature;

3. by allowing children to play games at least once a week, or by reserving a corner for them to play in their free time.

What will the teacher teach when he or she knows how wide a field humour involves:

1. he will observe the ability and need of the child to laugh about nothing and to laugh several times about the same thing;
2. he or she will discover that a child that manages to baffle the teacher and the class by a puzzle or that manages to make them laugh by a joke should be rewarded by a feeling of something extraordinary which will help the child to create a positive image of itself;
3. the teacher will appreciate the pleasure a child expresses when creating original humour;
4. the teacher will learn the intimacy of laughing together with his or her class at the right time.

What about a teacher who enjoys humorous situations, but is not a "funny person" himself or herself ? He or she should listen to children's humour and appreciate it, both in formal instruction and informal situations.

248. BABINA, V.: O rabote kabineta doshkolnogo vospitaniya Omskogo oblastnogo instituta usovershenstovaniya uchiteley. /Concerning the work of the preschool education centre at Omsk regional institute for teachers´ further education./

Doshkolnoye vospitaniye, 1980, No.1, pp.95-96.

Over eighty papers have been submitted for pedagogical readings in the field of preschool education in Omsk region in the last six years. This activity of preschool workers is the result of the systematic work of the centre concerning the collection, generalization and spreading of best pedagogical experience. The centre´s methodologists travel to districts to attend discussion meetings, seminars, especially to learn how educational work is being implemented. They look up teachers who achieve good results in their work. They discuss with them the topic they are interested in and would like to develop. They consult the topic with individual teachers, draw up a plan of generalizing their work, recommend bibliography. This is the beginning of systematic work with the future authors of pedagogical readings. They are registered in the file of best pedagogical experience, containing the subject of their work, the time schedule and content of consultations. Teachers are especially guided to be able to support their educational procedures theoretically. Courses designed for preschool workers intending to raise their qualifications include lectures about the collection and generalization of best pedagogical experience.

249. BACHTÍKOVÁ, J.: Uvádění začínající učitelky do praxe. /Introducing a beginner teacher into practice./

Predškolská výchova, 35, 1980/1981, No.2, pp.28--31.

A single-class kindergarten headmistress presents her personal experience. It is most important for a beginner teacher to establish cooperation with the other teachers in the kindergarten and with children. Classroom visits of the beginner teacher have been found useful, immediately at the beginning of the school year. After the visit, the teacher should put forward reasons in support of the methods and procedures she has decided to use.

Classroom visits of the beginner teacher do not represent an assessment of her work, rather they constitute guidance for her work. Visits should always be concluded by a talk. They should deal with all the activities conducted during a day. Shortcomings discovered in the teacher's work may be tackled in various ways: by the teacher's observing a similar activity conducted by another teacher, by demonstrating a particular activity to the beginner teacher, by explaining to her how to conduct it. The yearly plan of the kindergarten is draw up by the headmistress together with the teacher. The headmistress carries out random checks and prepares the final evaluation of the teacher's work.

At a PTA meeting, the headmistress introduces the new teacher to parents, publicly giving credit to her abilities. The headmistress will introduce the new teacher to the representatives of the community, patronage plant, primary school, etc. When starting her pedagogical practice, the teacher should not be burdened by additional duties. She should only gradually get involved in community life. She may prepare a public performance with her children and the like.

250. BARANNIKOVA, E.: Raspoznavaniye derevyev i kustarnikov zimoy. /Identifying trees and bushes in winter./

Doshkolnoye vospitaniye, 1980, No.11, pp.65-70.

The curriculum of educational work in kindergarten includes tasks of familiarising children with nature. In view of these objectives, future teachers have to acquire appropriate knowledge and habits. The teaching subject of Methods of Familiarising Children with Nature includes a lecture about the subject of the Winter Rest of Trees and Bushes, supplemented

by a walk in a wood or a park.
The author of this article describes methods of identifying trees and bushes in winter and describes the walk in detail. She recommends to use a work of fiction during the walk, describing the beuties of winter nature.
She also includes in her article some practical tasks to be carried out by pupils.

251. BELYAKOVA, V.: Rol metodicheskogo kabineta v sovershenstvovanii raboty doshkolnykh uchresdeniy po fisicheskomu vospitaniyu. /The role played by the methodological centre in perfecting physical education in preschool facilities./

Doshkolnoye vospitaniye, 1980, No.6, p.7.

The author presents her experience from the municipal methodological centre. The municipal department of national education conducted a survey to investigate the state of physical education. A number of measures were proposed complying with its results. Theoretical and practical seminars were organized for kindergarten headmistresses and methodologists, demonstrating how to conduct occupations. Methodological associations held meetings to discuss various questions concerning physical education. The curricula of courses designed to raise qualifications included theoretical and methodological questions related to physical edu-

cation and analyzed the best pedagogical experience from municipal kindergartens.
The municipal methodological centre organised a compretition for the best equipped kindergarten garden. This helped to improve children's locomotive activity, especially in winter. One of the principal forms of raising the professional standards of teachers is independent study. The results of the study are papers presented by teachers at meetings of the methodological association or at pedagogical meetings in the kindergarten.

252. BELOVA, G.: Doshkolnyy kabinet i povysheniye kachestva vospitatelnoy raboty. /The preschool centre and raising the quality of educational work./

Doshkolnoye vospitaniye, 1980, No.2, p.12.

This is experience from the work of the preschool education centre at the Regional institute for teachers' further education. The system of methodological work carried out by the centre contains the following: courses, seminars, meetings, scientific and practical conferences, exhibitions, etc.
As planned, the centre's personnel visit preschool facilities looking for teachers who achieve good results in their work. Their experience is

generalized and other teachers get familiar with it at meetings held in places where they can see themselves those good examples. Generalized experience is also published in methodological bulletins.

Methodological associations constitute a mass form of methodological work. There are 150 methodological associations in the region, designed for individual categories of preschool workers. Courses for raising qualifications are also differentiated according to teachers´ education, length of teaching practice; there are courses specially designed for teachers active in cooperative facilities, etc.

253. BIČIŠŤOVÁ, E.: Průběžné vzdělávání učitelek.
/Continuous education of teachers./

Predškolská výchova, 35, 1980/1981, No.3, pp.4-7.
2 refs.

The system of further education designed for kindergarten teachers consists of the following forms and levels: 1st level: introducing beginner teachers into practice, 2nd level: undergraduate study, 3rd level - specialised study. It also includes continuous education, ideological and political education, preparation of senior school administration officials.

Following an analysis of the existing situation,

the Central institute for pedagogical personnel education has defined individual spheres of educational work on which attention should focus in near future. These are the following:
1. work with a programme of educational work,
2. organizing and controlling children's activities, 3. methods and forms of work in relation to educational media and with respect to new pedagogical and psychological findings, 4. individualized work with the child in a numerous collective. The content of continuous education is defined by the following subjects:
1. planning and assessment of educational work; 2. organizing the daily routine in kindergarten with respect to childern's mental hygiene; 3. play; 4. learning; 5. the teacher's influencing the child - forms of mutual contacts. Each subject will be explained both theoretically and practically. The practical part will be a visit including an analysis, whose objective will be to prepare a chance for confronting theory with practice. Didactic aids are expected to be used more widely, such as video recording, film, tape recording. Five lessons are allocated to each of the subjects (two theoretical and three practical lessons), altogether 25 lessons comprising the two-year course. It is reccommended to district pedagogical centres to integrate into their programmes some short-term course, according to local needs and conditions.

254. BODUNOVA, N.: Frontalnyye i tematicheskiye proverki i sovershenstvovaniye pedagogicheskogo masterstva vospitatelya. /Central and topic-oriented inspections and perfecting the pedagogical qualities of teachers./

Doshkolnoye vospitaniye, 1980, No.3, pp.11-12.

A headmistress informs about her experience. The objective of inspections is not only to control the quality of work in kindergarten, but also to analyze the work of beginner teachers and to provide necessary help to them, as well as to look for and generalize the best experience of teachers. Inspections are carried out throughout the school year. Teachers get familiar with their topics at the beginning of the school year, when discussing the plan of work. This makes it possible for them to prepare well for the inspection and to demonstrate the best possible results. It is recommended to have a talk with the teacher before the actual inspection. The headmistress will get a chance to check whether the teacher knows the curriculum requirements, what methodological literature she uses, whether she has any problems with her work. It is recommended that during the inspection the headmistress should talk with the childern, set them a specific task, which will enable her to get to know better the standards of the children's knowledge and skills. After the inspection, the headmistress will analyze it and think over what conclusions and suggestions to make. This will be followed by another talk with the teacher. During a general inspection, the headmistress will check whether work in the whole department is conducted in compliance with the curriculum of educational work. The results of the general inspection will be evaluated at pedagogical and trade union meetings.

255. BORSHANSKAYA, B.: *Podgotovka uchashchikhsya k rebote s semyey.* /Preparing pupils for working with the family./

Doshkolnoye vospitaniye, 1980, No.9, pp.70-72.

The objective of pedagogical schools is to teach students not only to work with children, but also with the parents of their children. There are three approaches to the task: 1. psychological, 2. theoretical, 3. practical. As regard the psychological approach: psychological training is based on explaining the importance and complexity of work with parents, on developing students' interest in this field of work and on encouraging their efforts to acquire the approariate knowledge and skills in this respect.

As for the theoretical preparation - it requires the acquisition of some specific knowledge, such as of questions concerning the role played by the family in education, basics of family pedagogy, relations between public and family education, methods and content of work of preschool facilities with the family.

As for practical training, it is focused on the learning of organizational and methodological skills required for work with parents. It takes place in pedagogy lessons and other special subjects. Under the guidance of their teacher, the students prepare papers designed for parents, to discuss various subjects, suggest what material should be used for the notice board bulletin etc. Emphasis is laid on the necessity of a differentiated approach to families with different life styles and standards of general and pedagogical knowledge.

256. CIPERSKÁ, E.: Podnetný seminár. /An inspiring seminar./

Zlatý máj, 24, 1980, No.8, p.507.

The author comments on the agenda of the seminar entitled "Some Questions Concerning the Development of Working with the Book Among Children", held in Opatovska dolina near Trenčín on 27th--29th May, 1980. The seminar was organized to discuss work with the book in the system of preschool education and the training of future kindergarten teachers in this field.

257. DRDOVÁ, E.: Učitelské povolání očima budoucích učitelek. /The teaching profession seen through the eyes of future teachers./

Předškolská výchova, 35, 1980/1981, No.4, pp.25-27.

These are the results of a questionnaire designed to investigate the attitudes of pupils in their final secondary school grades to their future profession. Sixty-eight percent pupils had chosen it because of their positive emotional attitude to children, thirty percent had been influenced by their interest in the teaching profession, two percent by interest in the study of some specific subjects.

The relation between theoretical and practical training was expressed by the pupils by grading the popularity of teaching subjects and their functionality. They mentioned them in the following order of popularity: art education, physical education, psychology, music education, pedagogy. As a source of inspiration and learning with respect to educational work they mentioned the same subjects, but in a changed order: pedagogy, psychology.

Asked what traits and qualities a kindergarten teacher should possess, they mentioned character and moral qualities in the first place, followed by practical skills and a theoretical knowledge of their discipline. An ideal teacher personality

as conceived by the pupils was nearer to the social role of mother rather than the professional and scientific concept of teacher.
Seventy-five percent of pupils stated their decision to practise teaching as a life-long profession. Another twenty-five percent wanted to carry on their study at a pedagogical or philosophical faculty.

258. FIŠEROVÁ, N.: Pedagogická čtení učitelek mateřských škol. /Pedagogical readings by kindergarten teachers./
Predškolská výchova, 34, 1979/1980, No.6, pp.159-161.

The number of authors of pedagogical readings among kindergarten teachers has varied and has been declining the last five years. It may have been caused by lack of moral and material support extended to the authors. Many of their works, well chosen with respect to their subjects and desirable for practice, will only reach the district round because of their low methodological standards and are usually not utilised even within their own district. Yet, pedagogical readings play an important role in developing the creative work of teachers, not only for the author herself, but also for the pedagogical staff at her school. Authors need help especially in defining the subject of the work precisely, but mostly they need help from the methodological point of view. A pedagogical reading should constitute an analysis of an author's work,

it should generalise her experience; it should also comply with requirements of how to scientifically develop a subject. Each author should get a chance to consult methodologists at the District Pedagogical Centre or the Regional Pedagogical Institute.
Another prerequisite for enlarging the number of authors is to provide material help, such as typing. Of no less importance is social recognition, especially publicity on a broader scale by publishing pedagogical readings in proceedings, organising discussion meetings with their authors, etc.

259. GILL, P.E.: Förskollärare? Ska tet vara jag det? Funderingar i en avgånsklass, /Preschool education? Reflections in the last year of study./

Förskolan, 63, 1980, No.1, pp.16-17.
    1 photograph.

The author informs about the method of training teachers for work in kindergarten and preschool facilities. He analyses the quality of teachers' preparedness and abilities to adjust to their working environment and to put in the required share of work.

260. ILYIN, O.: Prisvoyeno zvaniye - obraztsovoye.
/Awarded - the honour of model school./

Doshkolnoye vospitaniye, 1980, No.3, pp.77-81.

The author informs about the activities of pedagogical school No.5 in Moscow, which has been awarded the honourable title of Moscow Model School. The school has educated over 4.000 teachers. Every year, 180 students are enrolled for full-time study and 150 persons enroll for in-service training. There are three times more applicants than can be accepted.

The pupils are guided to active attitudes to the needs of the society: they work on agricultural cooperative farms during vacations or in kindergartens.

There is a museum of public preschool education in the school, founded by teachers together with pupils. New exhibits are being added to it all the time. It illustrates the development of preschool education in Moscow. The museum organizes discussion meetings with pioneers of preschool education. There is also a club of international friendship maintaining permanent contacts with teachers and pupils of other Union republics. The club is a collective member of the Society for Cultural Relations with Foreign Countries. There are 18 study rooms and laboratories in the school equipped with sophisticated equipment and aids. The school organises varied hobby activities in the field of music education. There is a folk instrument orchestra, opera study, choreography study group, several song ensambles.

261. LIKHOLETOVA, V.: Prakticheskaya podgotovka vospitateley shirokogo profila. /Practical training of wide profile educators./

Doshkolnoye vospitaniye, 1980, No.6, pp.63-66.

Pedagogical schools train educators both for working in crèches and in kindergarten. In the 11th five-year plan, pedagogical schools plan to train about 175,000 educators for preschool facilities. The new curriculum requires the re--structuring of subjects, especially of the psychological and pedagogical cycle. Preschool cycle departments, i.e. of early childhood pedagogy, psychology, anatomy, hygiene and child diseases, literature for children and mother tongue, methods of getting familiar with nature, have been supplemented by appropriate aids, literature and technical teaching media. Methodological recommendations how to organize practical and laboratory occupations have been developed for each subject of the psychological and pedagogical cycle. They contain introductory comments, content of practical demonstrations, synoptic plan of each teaching lesson including questions for analysis and tasks to be assigned to pupils for independent work.

Some sections of these recommendations are included in the article.
Methodological recommendations have also been developed for pedagogical practice. There is a permanent methodologist assigned to each kindergarten carrying out pedagogical practice who is responsible for organizing it. The pedagogical school provides methodological help to these kindergartens,participates in the experimental testing of individual methods and modifies them accordingly.

262. LOUKOTKA, J. - DAŇHEL, M. - ZOUHAR, J.: Vedecko-ateistická výchova pre stredné pedagogické školy. /Science-based atheistic education in secondary pedagogical schools./

Bratislava, SPN 1980.
Reviewed by: Takáčová, L.
Predškolská výchova, 34, 1979/1980,
No.12, pp.341-342.

The authors present basic data on Marxist-Leninist criticism of religion, Marxist-scientific atheism and science-based atheistic education which is an integral part of education to the scientific world outlook.

263. MERZIYAKOVA, S.: Rabota gorodskogo metodicheskogo kabineta po sovershenstvovaniyu muzykalnogo vospitaniya. /The activities of the municipal methodological centre in perfecting music education./

Doshkolnoye vospitaniye, 1980, No.12, pp.12-15.

The author informs about the experience of the municipal methodological centre in Moscow. There are 2,748 music teachers active in Moscow, out of whom 60% have secondary vocational education, 30% university education. Many of them have specialized education in music teaching, however, they are not specialized in preschool education.
The municipal methodological centre is responsible for the professional development of district methodological centre staff. To raise their theoretical knowledge, it organises seminars with lectures presented by the researchers of the laboratory of aesthetical education of the scientific research instituce of preschool education of the Academy of Pedagogical Sciences of the U.S.S.R.
The municipal methodological centre organizes yearly meetings with composers and poets creating for children and with the editors of the publishing house Muzyka.
The best experience of music teachers is presented during pedagogical readings and at practical conferences. Once in five years a municipal meetings of music teachers is convened. They analyze the

state of development of music education in facilities and outline long-term prospects for raising its standards in the future.
Regular yearly courses are organized to raise the qualifications of music teachers. There are two sessions a week, each of four lessons. The courses are differentiated for beginner teachers and teachers with longer practice.

264. MOISEYEV, G.: Ob uluchshenii sostava pedagogicheskikh kadrov. /Improving the structure of pedagogical staff./

Doshkolnoye vospitaniye, 1980, No.1, p.28.

The author presents the experience of the regional department of national education in Tomsk. Every year, the department analyzes the structure of pedagogical staff working in preschool facilities. They enroll unqualified teachers in in-service courses.
When taking care of the professional and ideological development of teachers, the department cooperates with the Young Communist League Organization. Once in five years, all pedagogical personnel take part in refresher courses. Teacher qualifications have been substantially raised during the tenth five-year plan. Kindergarten teachers participate in the life of their districts by taking part in sports events, art creativity

contests, they write articles for local newspapers, presents lectures on children's education on the local radio, etc.

265. MOJŽÍŠEK, L. - ZÁTOPKOVÁ, M.: Metodika pracovní výchovy v mateřské škole pro IV.ročník středních pedagogických škol. /The methodology of work education in kindergarten for the fourth grade of secondary pedagogical school./

Prague, SPN 1979. 144 pages.
Reviewed by: Šrámek, R.
Predškolská výchova, 34, 1979/1980, No.7, pp.198-199.

The publication deals with problems related to work education in kindergarten and draws upon the Programme of Educational Work and Methodology of Educational Work.
It is divided into three sections: General foundations of work education, Basics of work education in kindergarten and The methodology of important work education activities in kindergarten.

266. NAUMOV, E.: Vashi sudby nam ne bezrazlichny. /We are not indifferent to your fate./

Doshkolnoye vospitaniye, 1980, No.10, pp.68-69.

The author describes the experience from pedagogical school No.7 in Moscow, which maintains contacts with its former graduates. This makes it possible for the school to focus its work in such a direction as to make help provided to its graduates most effective.

Individual professors give oral or written consultations to their graduates. The methodological centre organizes exhibitions of teaching aids and equipment, there is a scientific-methodological file, slide library, etc. The school organizes a yearly scientific and theoretical conference devoted to topical questions concerning preschool pedagogy. It is primarily attended by graduates active in the preschool education system.

Many graduates, on completing their education at university, come back to the school to teach at it.

267. ODINTSOVA, G.: O rabote kruzhka po psikhologii. /On the activities of the psychology hobby club./

Doshkolnoye vospitaniye, 1980, No.5, pp.66-69.
1 photograph.

The activities of the hobby club are determined by the tasks stemming from the subject of psychology. They are especially focused on the formation of practical skills and habits in carrying out psychological experiments with pupils and observing children in kindergarten, on extending pupils´ knowledge of general and developmental psychology, on building up a science-based attitude to the profession of educator.

At their regular weekly meetings the hobby club members tackle, mainly in the form of discussion, problems related to general and developmental psychology, such as Sociometry in Kindergarten, What Should the Contemporary Educator Be Like (questions are prepared to develop discussion on this subject). They prepare various aids, such as terminological dictionaries (Will, Emotions), material on individual topics (Memory, Thinking); they collect and develop logical questions of a problem nature designed for preschool-age children. This material is displayed at exhibitions intended not only for students, but also for the public.

The hobby club members prepare open door days designed for students from ninth and tenth grades; they inform about the profession of kindergarten teacher.

The hobby club informs about its activities regularly in a school newspaper and in notice board bulletins in the department of psychology.

268. OLONTSEVA, G.: O povyshenii professionalnoy kvalifikatsii vospitateley v obuchenii detey osnovnym dvizheniyam. /Raising teachers´ professional qualifications in the field of teaching children essential motions./

Doshkolnoye vospitaniye, 1980, No.3, pp.19-23.
12 refs.

The author presents his experience from a theoretical and practical seminar wich proved effective in Irkutsk region. It consisted of 8 lessons focused on the acquisition of knowledge and skills necessary to develop correctly essential motions in children. This requires from the teacher to have a command of the theory and methodology of physical education, to know the technique of essential motions, safety rules, physical training terminology and to get familiar with his or her pupils, the quality of their exercise both as a whole and individually. The introductory part of each lesson was devoted to theory, the rest to practice. Individual lessons dealt with the content, organization and methodology of teaching essential motions (walking, running, climbing, jumping, throwing). The final lesson was devoted to the content, organization and methodology of teaching children essential motions in physical education occupations. The author describes in detail the contents of all lessons.

269. O metodicheskoy rabote. /On methodological work./
Doshkolnoye vospitaniye, 1980, No.2, pp.2-3.

Methodological departments play an important role in raising the efficiency of educational work of preschool facilities. One of their main objectives is the systematic search for and generalization of best pedagogical experience and experience from methodological work with educational personnel. To raise the quality of work of preschool facilities means to supplement continuously and refresh ideological, theoretical and methodological knowledge, to perfect professionality. To achieve this goal, methodological departments organize various forms of raising the qualifications of preschool personnel. These are courses, seminars, universities of pedagogical knowledge, work in methodological associations and independent study. Once in five years all pedagogical workers are expected to enroll in refresher courses.

270. PODHÁJECKÁ, M.: *85. výročie založenia Ústavu pre výchovu detských opatrovateliek v Prešove.* /The 85th anniversary of the founding of the Institute for Education of Children's Educators in Prešov./
Predškolská výchova, 34, 1979/1980, No.6, pp.145--147.
6 refs.

On enforcement of the Hungarian law of 1891 on systematic education of children under six, three institutes training teachers for children's kindergartens were founded on the territory of former

Hungary. One was also founded in Prešov, in the school year 1893-1894. A model kindergarten was attached to it later on. Girls and women aged 15 to 40 who had passed an entrance examination could enroll in the institute on completing the fourth grade of a comprehensive, secondary or higher secondary school for girls. The study at the institute lasted two years and the course was divided into general and specialized classes. The content of the course was based on idealistic Christian philosophy. The curriculum laid a great emphasis on prayer, play, games, work education, conversation, narration, songs and poems. Over six months out of the whole two-year course were devoted to the history of preschool education. The subject was introduced by the history of education in ancient Greece and Rome. The students learned Comenius´s works, they had to read his Informatorium. They also read other educators, such as Oberlin, Pestalozzi, Fröbel. They did practical work once a week, consisting of three lessons. The teacher in charge of practical training always checked the preparation of individual students. The headmaster of the institute assessed written preparation from the methodological point of view. On the basis of the argument that a kindergarten educator should have the same education as a teacher, the Institute for Education of Kindergarten Educators was promoted to the Women´s Teacher Training Institute in 1899. Students obtained, apart from qualifications entitling them to work in children´s preschool facilities, qualifications to teach at primary school. In 1906, the institute was closed down and teacher training was transferred to Hódmezővásárhely Institute for Education of Educators, located in Hungary. Thus, Prešov lost a school which had played a very important role in its time. Today, university study of preschool pedagogy is provided at the philosophical faculty of P.J.Šafařík University in Prešov.

271. POMIKÁLOVÁ, A.: Systém řízení metodické práce. /A system of administering methodological work./

Predškolská výchova, 34, 1979/1980, No.11, pp.311--312.

7 photographs, 2 tables.

The author informs about the system of work carried out in the preschool education department of the district pedagogical centre in Nový Jičín. The work of the department is administered by a methodological team consisting of the district school inspector, district methodologist, heads of sections responsible for individual educational components. A plan of activities is drawnup at the beginning of the current school year, on the basis of conclusions made on the preceding year, targets defined by central authorities and the needs of the district. A time schedule defines the succession of methodological events. Each odd month there is a meeting of the methodological team and meetings of sections. They are responsible for preparing events for school kindergarten headmistresses to take place in the following even months. These are mostly visitat various kindergartens, suggestions how to make use of aids, etc.

272. **SEMUSHINA**, L.: Podgotovka uchashchikhsya k samoobrasovaniyu. /Preparing students for self-education./ Doshkolnoye vospitaniye, 1980, No.10, pp.59-63.

One objective of pedagogical schools is to prepare students for further self-education, to convince them that the need to learn is a life-long task. Pedagogical school No.5 in Moscow investigated, by means of questionnaires and individual interviews, the preparedness of students for independent education. It showed to be highest in the students who were also most knowledgeable. It was quite low in some students.
Self-education is impossible without becoming accustomed to independent intellectual work. The teaching subject "Literature" also contains the topic "Work with the Book". Students get familiar with the stock of specialised literature in the library, they learn to select literature dealing with a particular subject. In pedagogy lessons they are asked to keep a bibliography of their pedagogical library, to prepare annotations of these books. To learn to read regularly the journal Preschool Education, they submit reviews of individual articles, keep files

arranged according to individual subjects discussed in the journal. Some other forms of encouraging interest in specialized literature are to ask students to prepare synopses of selected chapters of a book or of journal articles, to prepare excerpts from articles and publications, to write an essay.

To transform independent study into a need, it is necessary to guide students to apply knowledge acquired in this way to practice.

273. 40 let pedagogicheskomu uchilishchu. /The 40 years' anniversary of the pedagogical school./ Doshkolnoye vospitaniye, 1980, No.2, p.95.

Bashkir Autonomous Socialist Republic celebrated the 60th anniversary of its founding in the year 1979. One of the achievements of the government by soviets is the wide network of preschool facilities. Today, there are 1,310 kindergartens in the republic attended by 16,000 children. Preschool education in Bashkiria began to develop in 1919 when first kindergartens were founded there. Preschool departments were established in 1924 within pedagogical schools training teachers. To provide quality instruction an independent pedagogical school to train kindergarten teachers was founded in Ufa in 1939.

At the time of the Great Patriotic War many teachers

and students left for the front, others went to work in industrial plants or kindergartens, helped in hospitals, etc. They took an active participation in the reconstruction of kindergartens destroyed in the war.
During the forty years of its existence the pedagogical school has trained over 11,000 qualified teachers. Today, there are 800 students and another 700 attend part-time courses. Eighty-nine teachers are active in the school.

274. SVRČEK, - WEDER, A.: Das "Day Care Training Programme" in Dar es Salaam. /The "Day Care Training Programme" in Dar es Salaam./

Der Schweizerische Kindergarten, 70, 1980, No.2, pp.85-87.
3 photographs.

The author informs about a six-month seminar organized to educate kindergarten teachers in Tanzania. It was founded in 1972. It is run by an Englishwoman, kindergarten teacher, by Montessori's system. The students study the pedagogical system developed by Montessori, methods of educational work. On the other hand, emphasis is laid on their respecting African customs. In addition to theoretical instruction they make toys from scrap material to equip the kindergarten classrooms. On completing the course they go back to their tribe. One nun and three course graduates had been sent to a two-year course in Montessori-Training College in London. They teach in the seminar. now. So far, 180 kindergarten teachers have been trained; thirty are active in Dar es Salaam, mostly in the poor districts of the town.

275. TOMEK, L.: Za slova tiše nahlédni. /Look quietly behind wards./

Prague, Albatros 1980. 357 pages.
Reviewed by: Červenka, J.
Předškolská výchova, 34, 1979/1980,
No.11, p.314.

This is a collection of memoirs, correspondence, debates and lectures prepared by the editor to illustrate the personal opinions of writers concerning creation, people and society.
Individual chapters are devoted to Erben, Němcová, Sládek, Jirásek, Majerová, Poláček, Mahen, Nezval and others, altogether 34 authors.
The book will help kindergarten teachers enrich their methodological preparation and deepen the understanding of an author being discussed in classes.

4.3 School administrators

276. BOGDANOVA, D.: Inspektirovaniye detskogo sada. /An inspection of a kindergarten./

Doshkolnoye vospitaniye, 1980, No.2, pp.21-22.

The author informs about her experience from a town with 56 preschool facilities employing over 900 kindergarten teachers. The school education department employs an inspector for preschool education and a methodologist. To help them in their work, there is a team made up from experienced headmistresses, teachers and music teachers.
The long-term plan developed for each five-year plan breaks down work so as to ensure that a global inspection takes place once in four years in every facility. The yearly plans contain a) global inspections of 10-12 facilities, b) topic-oriented inspections investigating a specific section of educational work, preparation for a new school year, fulfilment of the directives issued by the ministries of education of the U.S.S.R. and R.S.F.S.R. and guidelines of the regional department of national education. (The author includes an example of a yearly plan of inspections.)
The global inspection is preceded by profound preparation: the records of previous inspections are read and statistical data from the past years are

analyzed, a team is set up to help with the inspection and a plan of inspection is discussed with the team. According to local conditions, the inspection consists of a discussion with the headmistress, pedagogical and technical staff, a check and an analysis of documentation, an analysis of children's works, an observation of educational work throughout the day. All facets of activities are examined during the global inspection: conditions for educational work, personnel situation and stabilisation, health care provided to the children, work with parents and public. The inspection of each group takes three to four days. During the inspection the inspector asks the members of the team to look for the principal and substantive elements in teachers' work, to generalize positive experience, to analyze occupations, to identify the reasons for shortcomings.
On completion of the inspection, the preschool facility is obliged to submit within a week a plan of measures to eliminate the shortcomings discovered. Follow-up inspections check the fulfilment of the plan.

277. BONDARENKO, G.: Rabota otdela narodnogo obrazovaniya s aktivom doshkolnykh rabotnikov. /The work of the national education department with a team of preschool workers./

Doshkolnoye vospitaniye, 1980, No.5, pp.43-44.

Three teams have been set up in the district to help administer preschool education. The first consists of the district paediatrician, district architect, district soviet deputies, representatives of large industrial plants and organizations. Their members check upon the meeting of deadlines and quality of construction of preschool facilities, foodstuffs supplies and recommend appropriate measures to be taken. The methodological team consists of members of the district methodological council, experienced headmistresses and teachers. They help during inspections of preschool facilities and with raising the professional standards of teachers. They organize courses to train future headminstresses; there is a course organized for experienced headmistresses entitled "the school of the best experience". In cooperation with the pedagogical society, the methodological team prepares conferences for parents and pedagogical readings. The third team helps the national educational department organize various events, such as the meetings of teachers of merit with beginner teachers, various exhibitions, etc.

278. BYCHEK, N.: Kontrol za deyatelnostyu doshkolnykh uchrezhdeniy. /Inspecting the activities od preschool facilities./

Doshkolnoye vospitaniye, 1980, No.2, pp.10-11.

Successes in developing and perfecting preschool education depend largely on correctly organizing the work of the regional national education department, on the standards of management by distrect and municipal departments. A correctly drawn up plan is the basic prerequisite in this respect. The regional department develops a long-term plan for the whole five-year plan; it contains indexes of preschool education development and the main trends in the work of the department. Yearly plans are developed in compliance with this plan; they are based on an analysis of results achieved in the past year, conclusions made on inspections, statistics and current information. The yearly plan contains the following: a plan of meetings held to discuss the state of development of preschool education; checking upon the fulfilment of conclusions reached at the meetings; a plan of global and topic-oriented inspections, organizational measures. Quarterly plans constitute operative working documents containing the time schedule ascribed to the fulfilment of tasks and organizational activities. Emphasis is focused in yearly plans on measures designed to raise the standards of educational work of preschool facilities and to extend their network. The fulfilment of the plans is regularly checked upon at meetings of the department's personnel. Reports are also submitted at these meetings by the heads of district and municipal national education departments, inspectors inform about the results of in-

spections, they discuss the resolutions adopted by superior bodies. These meetings are always concluded by information about latest pedagogical publications and by discussion on articles issued in the journals Doshkolnoye vospitaniye and Narodnoye obrazovaniye (Preschool Education and National Education).
All inspectors active in the region have specialized university education. A seminar has been established in the region, designed for beginner inspectors.

279. GASHEVA, Z.: Kontrol i rukovodstvo vospitatelnoy rabotoy. /Supervision and administration of educational work./

Doshkolnoye vospitaniye, 1980, No.1, pp.18-20.

A kindergarten headmistress writes about her experience. Towards the end of the school year teachers suggest topics for pedagogical meetings, visitats and consultations they consider effective. On the basis af an analysis of educational work carried out in the past year and taking into account the teachers' suggestions, the headmistress will then draw up the yearly plan. She devotes a lot of attention to the preparation of pedagogical meetings; usually six are held during the year. All teachers have to prepare for the pedagogical meeting. Each is assigned a specific task, for example, to present her experience with the topic being discussed, to submit a paper. The headmistress carries out regular subject-oriented checks, for example, she examines how teachers progress with intellectual education in all groups, or she examines profoundly all the activities carried out in one group. Comparative checks are effective, i.e. the headmistress examines how a particular activity is being carried out by various teachers. It is important to analyse plans and daily records of educational work. The headmistress asks the teachers to include an assessment of results which serve later on as a point of departure for successive planning.

280. IZGARSHEVA, V.: Deystvennost pedagogicheskogo soveta. /Activities of the pedagogical council./ Doshkolnoye vospitaniye, 1980, No.9, pp.34-35.

The tasks and methods of work to be pursued by the pedagogical council are defined in directives issued by the ministry of the U.S.S.R. Topics to be discussed at meetings are planned for the whole year. If necessary, additional topics may be included, for example results of an inspection carried out by superior bodies. The pedagogical council will evaluate the state of development of teaching and educational work in the facility, the fulfilment of requirements defined in the curriculum of educational work.

At meetings, the pedagogical staff read documents issued by their superior bodies, assess experience obtained at pedagogical readings and scientific and practical conferences and outline methods of applying this experience in the work of the facility. Pedagogical meetings are held once every two months after the working hours.

281. KAŠÁKOVÁ, L.: Zvyšovanie efektívnosti riadenia výchovy a vzdělávania. /Raising the effectiveness of supervision over education and teaching./

Predškolská výchova, 35, 1980/1981, No.4, pp.7-9.

A kindergarten headmistress writes about her personal experience. The core of the professional and supervisory activities carried out by a headmistress in political and ideological work with all the staff and differentiated work with individual teachers reflects in an attentive attitude to their requirements and suggestions, in accepting and generalizing good ideas.
Visitats teachers´ classes constitute the basic form of pedagogical supervision. It is important to carry out a subsequent analysis guiding the teacher to analyse her own work viewed from pedagogical, psychological and methodological angles. In addition, the headmistress may also make use of individual talks with teachers dealing with varied professional problems.

Pedagogical meetings constitute another form of supervising the activities of the kindergarten. They serve to generalize teachers' positive experience, teach them to assess their own work on the basis of knowledge found in literature and specialized journals.
The section of kindergarten headmistresses in Bratislava, established at the Pedagogical Institute in Bratislava, helps headmistresses to raise the standards of administration and supervision, to improve the system and organization of administrative work.

282. KAZAKOVA, Ye.: O roli metodicheskogo soveta. /The role of the methodological council./

Doshkolnoye vospitaniye, 1980, No.10, pp.27-29.

A methodological council has been established within the Central methodological department of the gas industry incorporating a preschool education section. The membres of this section are workers of the central methodological department, preschool education inspectors who supervise individual facilities belonging to the industry, best headmistresses, representatives of the ministries of education of the U.S.S.R. and R.S.F.S.R. The main task of the section is to perfect public preschool education in the industry, to provide for a rational expansion of the network of preschool

facilities, new construction according to standardized designs, to generalize and extend the best pedagogical experience.
At its meetings, the methodological council discusses the conclusions reached on inspections carried out in preschool facilities and the measures stemming from them. The central methodological department organizes a yearly seminar to raise the qualifications of headmistresses, teachers, child nurses and inspectors. When looking for new headmistresses to appoint, the methodological council consults national education authorities.

283. NEVRLÁ, E.: Sociálna psychológia, pomocník pri práci riadeteľky. /Social psychology - an aid in a headmistress´s work./

Predškolská výchova, 35, 1980/1981, No.2, pp.11-12. Lit.4.

The author suggests how to apply the findings of social psychology in work with childern, as well as in a headmistress´s work. The child brings from his or her family the basic prerequisites for living in a community. This is why it is important to get familiar with the family background of individual children. It is also necessary to get familiar with the children themselves, their behaviour and adjustment to living in a children´s community, their status and role they play in the group. Play is used primarily in building up a collective. The teacher assigns roles in a game to rectify in this way a child's position in a group. Informal relations are established among children, stronger bonds of friendship begin to develop.

When administering the kindergarten, the headmistress strengthens the collective of the staff by outlining joint goals to be achieved in their work. She guides them to think together how to improve the work they do. Even conflict situations may arise in a collective working together. They have to be resolved by democratic methods.

The headmistress creates prerequisites for the transformation of the formal relations prevailing among the staff into informal, frank, personal relationships. The style of administration determines the performance of the group.

284. Sovershenstvovat rukovodstvo detskimi sadami. /To raise the standards of administration of kindergartens./

Doshkolnoye vospitaniye, 1980, No.8, pp.2-4.

This is an editorial putting forward requirements to be met by a kindergarten headmistress: to continuously improve the style of her work, to continuously educate herself, to carry out quality supervision, to know teachers´ better and worse points, their potential, to look after their professional development. She should foster a favourable atmosphere among the staff, to combine exactness with a friendly and attentive attitude to each teacher. A headmistress should always be a model of professional capability, conscientiousness and discipline, meticulous at work. All forms of work with the staff should comply with these requirements: daily supervision over the teachers´ work, pedagogical meetings, individual talks with the teachers. When supervising the work done with children, she should focus on the fulfilment of tasks defined in the curriculum; how the comprehensive approach is being applied; how a teacher works with the whole group and with individual children, what is the style of her attitude to children, to what an extent she combines an attentive and cordial attitude to children with pedagogical exactness; how active and independent the children are, how inquisitive, whether they are acquiring habits pertaining to living in a collective, how well they are prepared for school.

When analyzing educational work, the teacher should get a chance to assess herself and give reasons for the procedure she has used in her work. At first, the positive aspects of her work should be appreciated, to be followed by an analysis of shortcomings. It should be concluded by proposing measures to be taken to improve the quality of work.

285. SHANINA, L.: *Rukovodstvo i kontrol obshchestvennym doshkolnym vospitaniyem.* /Administration and supervision of public preschool education./

Doshkolnoye vospitaniye, 1980, No.8, pp.28-30.

A head of the preschool facility department in the Kuznetsk Metallurgical Plant presents his experience from administering 43 kindergartens established and run by the plant. Construction of new facilities and reconstruction of some of the existing ones is planned in long-term five-year plans. The yearly plan, drawn up in compliance with the plan of the municipal national education department, outlines the basic agenda to be discussed with the headmistresses of the facilities, including measures to be taken to raise the professional qualifications of teachers.

Global and subject-oriented inspections are carried out to examine the state of development of educational work done in individual facilities. The plans of inspecitons are coordinated with the municipal national education department. The records od the inspections are also submitted to the municipal department.

One important form of work of the department is to look after teachers' professional development. Ninety-five percent teachers have full qualifications, 45% of headmistresses have university education. It organizes qualifications-raising courses, meetings of methodological association, a two-year university

of pedagogical knowledge, problem seminars, a continuous seminar for headmistresses, a school of communist work for music teachers, political education courses; the department also organizes independent study.
The methodological department keeps a file of best experience with records of teachers who have achieved good results in their work. This file is used to prepare pedagogical readings and scientific and practical conferences. The pedagogical education of parents is organised by the individual divisions of the plant.

286. TOMCHEVA, M.: *Rabotata na inspektora po preduchilishtno vaspitanie.* /The work of a preschool education inspector./

Preduchilishtno vaspitanie, 28, 1980, No.1, pp.15-21.

The socialist character of the pedagogical activities of an inspector requires not only to have an extensive knowledge of administration, but also how to apply it in a creative manner and make use of it in the field of administrative and supervisory work. The scientific organisation of administrative and supervisory activities requires long-term planning, a comprehensive approach, consistency, continuity between individual constituent parts of the system. On the basis of these general requirements the author develops in her article a model of the complex and varied activities of an inspector and discusses the specific features pertaining to the administration of preschool education.

4.4. Legal aspects; teachers' associations

287. DENISOVA, G.: O roli profsoyuzov v sovershenstvovanii raboty doshkolnykh uchreshdeniy. /The role of the trade union organization in perfecting the work of preschool facilities./

Doshkolnoye vospitaniye, 1980, No.12, p.96.

The trade union organization supports the movement launched to run a model preschool facility on the initiative of preschool facilities situated in the Yaroslavl region entitled "The experience of the best among us - a standard of work for all of us". All preschool facilities have established inspection commissions to carry out inspections of hygienic conditions prevailing in buildings and in gardens. Joint commissions of district national education departments and trade union organizations check upon the preparedness of facilities for the new school year. The results of inspections are assessed at meetings of headmistresses and heads

of methodological departments.
Seminars and trade union meetings are held in the best kindergartens to spread their best experience. Public pedagogical meetings and pedagogical readings are organised, too. The trade union devotes a lot of attention to moral and material incentives. The best collectives are awareded diplomas, awards of merit and bonuses.

288. Il coordinamento tra le due maestre di sezione. /Coordination between two teachers in the same group./
Scuola materna, 67, 1980, No.10, pp.645-650.

The article discusses the didactic advantages and problems related to education and teaching "in twos"; university educators, kindergarten teachers, inspectors and editors participated in the discussion.

289. PALMER, T.: Om jämställdhet ... /On equality./
Förskolan, 63, 1980, No.6, p.13.

Today, Sweden begins to give priority to men kindergarten teachers over women teachers. On graduation men can find jobs much sooner than women. The traditional domain of women in taking care of preschool children is undergoing changes as a consequence of the recent learning of the importance of the male element in preschool education.

290. Schweizerischer Kindergartnerinnen-Verein. /The Swiss kindergarten teachers' association./

Der Schweizerische Kindergarten, 70, 1980, No.7--8, pp.337-370.

This is a report about the regular meeting of delegates held in May 1980. The following items made up the agenda: the annual report submitted by the President for 1979; the treasurer's report; annual reports submitted by individual sections; annual report submitted by the editors' commission; annual report submitted by the commission on education; annual report submitted by the commission on kindergarten construction; election of the new President.

5. PLAY

291. BAEVA-PIPEREVSKA, M.: Igrata i detskite vzaimootnosheniya. /Play and relations among children./

Preduchilishtno vazpitanie, 28, 1980, No.9, pp.1--5.

7 refs.

Children´s play is important to acquire social experience and to express emotional relations. Play constitutes a means of building up relations among children and it affects their behaviour. The author discusses general didactic and educational principles, including their application in work with children in kindergarten.

292. Les espaces de jeux. /Space for play./

L´école maternelle française, 1980, No.7, pp.17-25. 8 figs.

The staff of the school training teachers in Saint-Brieus prepared a paper stating the necessity of allocating spaces for children to play. It is based on the fact that the existing school yards offer very limited chances for children´s play and for a versatile use necessary especially today when children spend a lot of time in the kindergarten and limited time outdoors. The authors present several suggestions how to equip children´s playgrounds to comply with the needs of developing children´s activities. The four playground designs are inspiring both with respect to their content and layout.

293. LEQUEUX, P.: Jouer. 1140 jeux pour la maison, la classe, la salle de jeux, en plein air, en voiture. /Play. 1140 games for home, the class, playhouse,

outdoors and car./

Paris, A.Colin Bourrelier 1980.
Reviewed in: L'école maternelle française, 1980,
No.7, p.26.

5.1 Psychology of play

294. HOSES, C.: Peer play scale as an index of complexity of peer interaction.

Developmental psychology, 16, 1980, No.4, pp.371--372.
7 refs.

The researchers developed a scale as an index of complexity of peer social play identifying five stages of development:

1. parallel play without visual contact between participants,
2. parallel paly with visual contact between participants,
3. parallel play with social interaction,
4. cooperative joint play with visual contact between participants,
5. cooperative joint play with social interaction between participants.

The scale was validated on two independent samples of children. The one consisted of 24 children aged

18-22 months (average age 19.5 months), the other of 28 children aged 18-43 months (average age 30 months). Both samples consisted of two subgroups of children with more or less extensive experience from peer contact.
The distribution of the children´s frequency on the scale in both samples indicates that the scale is one-dimensional and constitutes a cumulative index of increasing complexity of peer social play. The scale is more sensitive to the amount of children´s experience from peer contact than to children´s age; children with more experience achieved higher levels of peer social play.

295. ŠUSTEKOVÁ, L.: Sovietska psychológia o detskej hre. /The Soviet psychology on children´s play./

Predškolská výchova, 34, 1979/1980, No.11, pp.297--299.
6 refs.

The author comments on theories of children´s play as they have been developed first by authors in pre-revolution Russia (Ushinskiy, Sikorskiy) and later on by Soviet psychologists, beginning with Basov and Blonsky. She discusses in greater detail the theories put forward by Vygotski and his followers, Rubinshtein, Leontyev, Elkonin.
A typical feature of the theory of children´s play developed by the Soviet authors is the overcoming

of naturalistic concepts. Play is conceived as a special kind of children's activities reflecting the child's relation to the surrounding reality, having a specific content, structure and motivation. In relations to child development, play has the most important role at preschool age. For that reason, play constitutes one of the most important forms of children's preparation for school instruction.

5.2 Pedagogy of play

296. BARSUKOVA, L.: K voprosu ob igre. /Concerning play./ Doshkolnoye vospitaniye, 1980, No.10, pp.14-17.
1 photograph.

The ministry of education of the R.S.F.S.R. issued a methodological letter in 1977 recommending measures to improve the standard of play in the practice of preschool facilities. The author, member of the central methodological department, sums up the results achieved during inspections and points out to shortcomings found in practice in controlling play. It is recommended to headmistresses to supervise regularly the standards of play, to assess the results achieved at pedagogical meetings and to consult the most difficult questions related to play supervision. Collective and mutual visitate are also recommended.

When supervising work and providing methodological help, the following aspects should be respected: play is a form of organising the child's independent life, children of early and junior preschool ages have to be taught how to play, the importance of play increases for children of middle and senior prechool age, its influence on the child's mental life grows, the teacher must duly change the methods of influencing play and to organize play rather than to influence it, influencing children's play by an adult is of an affective nature and mutual relations develop on the basis of equality and trust; otherwise, play would turn into an occupation. In conclusion, the author mentions some publications dealing with children's play.

297. BUGRIMENKO, Ye.: Rolevaya igra kak sredstvo organizatsii samokontrolya. /Role playing as a means of organising self-control./

Doshkolnoye vospitaniye, 1980, No.10, pp.35-37.

The author informs about a survey conducted to find out which activities may contribute to making the children look upon self-control, checking one's behaviour, as a self-imposed task. Preliminary investigations indicated that self-control appeared only in six- to seven-year old children; children in middle and senior kindergarten groups cannot control themselves in the absence of an adult.

The author encouraged children to role playing dealing with the subject of a Toy Factory where the "finished products" were controlled. The rules of mutual relationships in control became the content of the play. The experiment confirmed the hypothesis that role plaing may contribute to the comprehension of the significance of control. The experiment did not follow up the permanency of this new attitude to the rule of control. This attitude should turn into a permanent habit as a result of planned, systematic educational work making use of play occupations with similar subjects as those used in the experiment. A systematic organising of similar play could affect the children's preparation for school instruction which requires from the child the ability to control its behaviour, to bring it into conformity with the rules.

298. CLIATT, M.J.P.: *Play: the window into a child's life.*

Childhood Education, 56, 1980, No.4, pp.218-220.
1 photograph, 6 refs.

The author discusses play as the optimum means of a child's learning in a rich natural environment. By obserging a child playing, adults will learn a lot about its interests, thus they will be able to plan better activities stimulating the child for optimum learning. Observation will also enable to reveal weak points requiring correction. A person observing a child playing will discover the child's attitude to the surrounding world and how it sees itself in relation to the others. The author suggests how to analyze observations of a child's play and how to assess its individual needs. By observing children's play a teacher will learn how a preschool child grows up and develops. What a teacher discovers about each child during play will enable him or her to facilitate the child's individual development, making it possible to satisfy the child's interests and needs.

299. DE RIDDER, L. - MERCKX, J. - TUYTSCHAVER, P.: Initiation à l'orchestration à l'école maternelle. /Beginnings of orchestration in kindergarten./

L'école maternelle belge, 1980/1981, No.2, pp. 76-83.

This is a methodological article suggesting how to make use in kindergarten music education of musical instruments easy to play in an ensemble. The author herself uses instruments to accompany the singing of songs. She starts with teaching children to read symbols - pictures of individual instruments (small drum, tambourine, triangle). The authors present in their article several lessons in the order of increasing difficulty.

300. CHALAGUIER, C. - MALLEN, H.: Le jue d'expression et l'imaginaire. /The play of expression and imagination./

Paris, Fleurus 1980.
Reviewed in: L'éducation enfantine, 1980, No.4, p.31.

301. CHRISTMAN, M.L.: A look at sociodramatic play among Mexican-American children.

Childhood Education, 56, 1979, No.2, pp.106-108, 110.
10 refs.

The author discusses the importance and function of play in the life of a preschool child. Play is an important means of developing all skills (cognitive, social as well as emotional). He discusses play as an important aspect helping the child develop a positive assessment of itself. The child learns through play to understand itself, to accept itself and others. Play is a means of discovering environment, developing natural forms of self-expression and of experimenting with various elements outside environment, thus a means of accelerating cognitive development (Piaget, 1952; Isaacs, 1966). Play enables the child to learn more about the world it lives in. Dewey (1916) wrote that play enabled children to get to know the work and games of the world of adults and to discover a lot about actions and processes necessary for the world to continue to exist (page 74). Barnes (1971) stated that the play of contemporary children was less socially oriented than it was in 1930. He stated the following reasons:

1. the number of hours devoted to free play had been reduced due to mass communication media;
2. the number of children in one class had significantly dropped;
3. modern toys inspired children more to play on their own, in comparison with toys made at home forty years ago.

The author further discusses the nature and importance of sociodramatic play. By means of experience obtained during play and subsequent interaction with the environment, the child will be able to intensify its social interaction. If a child communicates with an adult during play, it becomes involved in social play. Social or dramatic play is a form of play in which a child assumes the role of another person, animal or lives an everyday life situation. Stone and Church (1968) define dramatic play as intensive and serious play taking place outside everyday events. A child imitates the other person in action and speech and sometimes uses real or imaginary objects. The child's verbalization during play is imitative or serves as a substitution for objects, actions and situations. Isaacs (1930) and Piaget (1952) identified four natural stages of play appearing gradually with a child's biological maturation. They are the following stages:

1. functional or practical play;
2. constructive play;
3. symbolic or dramatic play;
4. play with rules.

The author presents a survey of research into sociodramatic play as a highly developed form of symbolic play. Smilansky (1968) identified the following elements of sociodramatic play:

1. imitative playing of a role;
2. make-believe in relation to objects;
3. make-believe in relation to actions and situations;
4. endurance - the child continues to play an episode for at least five minutes;
5. interaction - two persons playing interact during the playing of an episode and the child controls the whole action or it turns with words to another child;
6. verbal communication - verbal interaction in relation to the episode being played.

The author presents the results of research into sociodramatic play, however, the sources available are selective and incomplete. He describes a study designed to investigate sociodramatic play among Mexican-American children. Forty-eight three-year old and four-year old children of both sexes from Mexican-American population were observed; the objective was to determine whether behaviour in sociodramatic play differed according to the children's sex and age and to determine whether the incidence of behaviour in sociodramatic play differed according to combinations in group play. The children were observed playing for 30 minutes in the classroom. This time was divided into six five-minute sections. The children were observed by two observers who also recorded their behaviour during play. The observers had been instructed at four seminars and had been tested four times at these seminars. Their task was to determine during their observations whether all six elements of sociodramatic play were present, as identified by Smilansky. The author presents a comparison of results achieved by both observers. The correlation coefficient was calculated according to the Pearson-Product Moment Correlation Technique. The results were markedly high, 995 and more for all six elements of play. They determined the frequencies of behaviour in play and they were analyzed to describe the stages of play and statistically analyzed to determine significant differencies in sociodramatic play according to sex, age, group play and interaction effects between these variables. The author mentions the discoveries and implications of the study, including the following analysis of the research results and conclusions:

1. Standard of sociodramatic play. It was very low among three- to four- year old Mexican-American children.
2. Statistically significant difference ($p <02$) appeared in the standard of play among boys and girls. Girls demonstrated a higher level of activity in play than boys. This difference only applied to three-year old children.
3. Statistically significant difference ($p <02$) appeared in the standard of play among three-year and four-year olds, older children demonstrated a higher level of activity in play than younger ones (this applied both to boys and girls).
4. Standard of behaviour in play was higher when children played separately according to sex and separately according to age.
5. Standard of behaviour in play was higher in girls when they played separately according to age and the same sex; as regards boys, the standard was higher when they played separately according to sex and age.
6. Standard of behaviour in play was higher in four-year old children when they played separately, according to sex, and separately, according to age; it was higher in three-year

olds when children of different ages and the same sex played together.
The discoveries achieved in the study foresee an innovation of preschool programmes designed for Mexican-American children.

302. MIKHAYLENKO, N. - PANTINA, N.: Voprosy postroyeniya i razvitiya syuzheta igry. /Questions concerning the introduction and development of a subject of play.)

Doshkolnoye vospitaniye, 1980, No.12, pp.38-40.

Play may be developed as an execution of a previously known subject or the subject may be developed during play. Subject-task-oriented play incorporates both elements of behaviour pertaining to a specific role and elements of mutual harmony of behaviour. The skill to execute subject-task-oriented play requires an ability to develop the subject and simultaneously coordinate one´s role with the behaviour of the other partners. The subject may be developed also outside play. Short fairy tales and stories were narrated to children for them to get familiar with new subjects and to enrich the content of their play. To prevent children´s behaviour in playing according to these subjects from becoming a stereotyped pattern, teachers guided children by questions to integrate new elements into the known story, new plots, cha-

racters, etc.
When more than two children play, it is necessary to form in them the habit of stopping to play their role for a while and waiting for their partners to complete their section and to get involved in playing again. This habit will play a very important role later on, when children will learn in groups.

303. MIKHAYLENKO, N. - PANTUNA, N.: Znacheniye soyuzhetnorolevoj igry dlya rasvitiya detey. /The importance of subject-task-oriented play for child development./

Doshkolnoye vospitaniye, 1980, No.9, pp.40-42.

This is a study dealing with the components of play activities related to children´s independent choice and their interests. The author have investigated 1) the choice of 1) toys, 2) subject, 3) partners and assignments of roles.
1) The choice of toys in subject-task-oriented play indicates the child´s level of development. There exist two possibilities: a) a toy determines the choice of a subject, but the content of play is not well developed; b) children choose a toy intentionally in conjunction with a defined subject or its development. It is the teachers´s task to guide children gradually towards the other, higher level of play.

2) Subject-task-oriented play constitutes the joint activities of two and more children; the children are expected to agree on a subject beforehand. Sometimes, children begin to play without having agreed on a subject; they repeat the well-established patterns of play. Children may have different opinions of the subject of play; in such cases those children win who are able to put their intents quickly into life. A frequent repetition of the same subjects becomes an obstacle for the child's stretching its knowledge, nevertheless, it often causes a negative attitude toward the person suggesting a change. The teacher must be tactful in proposing new variants. This will break fixed stereotypes, children will learn to assume an active role.

3) Roles are assigned spontaneously. The leading role will be taken up by an active player. As regards partners, preference is given to children who know how to play. Older children already have their favourite roles (dominant or submissive). The authors conclude by stating that children take a selective attitude both to play and subjects and to children able to execute them. In their follow-up study, they intend to find whether there exist differences between a subject chosen by the child and its execution.

304. OPRAVILOVÁ, E.: Pro poznání i radost ze hry. /Play as a source of knowledge and joy./

Hračka, 15, 1980, No.3, pp.16-17.

The author of the article points to the danger of rigid methodological guidance of children's play by adults (parents, kindergarten teachers and after-school facility educators), for it is counterproductive to the nature of play as a spontaneous and free activity. Too much emphasis laid on the didactic function of toy and publisising it excessively entails a similar danger, for it is not conductive to the actual mission of it. It must remain an object we give the child to make him or her happy and to give him or her pleasure and the child must also have the right to play with it as his or her play intentions require.

305. PAETZOLD, B.: Aspekte des Spielverhaltens von Vorschulkindern. /Aspects of play behaviour of preschool children./

Psychologie in Erziehung und Unterricht, 27, 1980, No.6, pp.357-361.
1 table, 1 fig., 6 refs.

Various games were made available to children. A film camera recorded their spontaneous behaviour in playing, choosing toys and games. It was found, for example, that boys preferred to play cowboys and to play Indians. They also prefered to play with small cars. Girls liked to play sales assistants and chose various games involving dolls. It is important to learn children´s choice of games, toys and roles, for it can be educationally and didactically guided.

306, POMPOVÁ, L.: Význam hry v socializačním procesu.
/The importance of play in the process of socialization./

Predškolská výchova, 35, 1980/1981, No.2, pp.13-14.

Preschool children find in play, especially creative play, an opportunity of establishing social relationships and expressing their attitudes. Play is an organizing factor in the life of children in kindergarten. Sociability is not a character trait, its development depends on education, on an individual´s integration into a children´s community, on finding an adequate place in a group of playing children. And above all, play must fulfil its basic function, i.e. it must satisfy the child and bring him or her joy. Conditions are created for joint play in early childhood by the child´s learning to concentrate on his or her own activities. Children at that age mostly play individually. A more active manifestation of sociability is play in pairs.

A frequent disagreement is typical of the initial stage of social play. It is caused by children's intellectual immaturity and independence on a group. As soon as playing children progress in mutual relations to the feeling of togetherness and begin to behave as "we", they begin to form plays teams.

307. PRIMA, G.: *Igra-dramatizatsiya v vospitanii doshkolnika.* /Dramatic play in the education of a preschooler./ Doshkolnoye vospitaniye, 1980, No.5, pp.37-39.

Dramatic play is suitable even for children of crèche-going age. Yet, many children are prevented from performing by their shyness. Joint practising has been found useful, for example, all children show how a bear moves. The tasks may gradually become more demanding, for example, children are asked to demonstrate a specific characterisation: to demonstrate an old bear, young bear, etd. After such practising, children are keen to demonstrate their favourite fairy tales, often contributing by elements of their own. Costumes and other accessories contribute to children's getting an emotional experience of their play. Dramatic play of five-year old children is of a creative nature. It contributes to the establishing of mutual relations, understanding and readiness to help. Joint preparation of accessories for play is very important, too. Children assign roles themselves, determine who will be the audience. It is also important that older children should perform before younger ones; they feel responsibility for each playing partner.

308. Vospitaniye detey v igre. /Educating children through play./
Ed. by D.V.Mendsherioka.

Moscow, Prosveshcheniye 1979. 175 pages.
Reviewed by: Chanova, I.
Doshkolnoye vospitaniye, 1980, No.7, pp.75-76.

The publication deals with theoretical questions concerning play activities of preschool children, discusses the scientific principles of methods developed to control play, as tested in kindergarten practice. Attention is focused on problems concerning moral education to be tackled in subject-oriented play. It mentions the influence of the book, fine art, toys and surrounding world on choosing the subject of play and on executing the chosen role by a child.
The authors explain the role played by an educator organising play, establishing friendly relations among playing children. They stress the necessity of respecting the specific conditions prevailing at the moment as well as children's interests, their individual specificities.

5.3 Toy

309. BARSOTTI, A.: Kleine Geschichte der Puppe. /A little history of the doll./

Der Schweizerische Kindergarten, 70, 1980, No.11, pp.533-536.
3 photographs.

The authors describes from what and how dolls were made. There were over 200 doll-making factories in France in the first half of the last century. Later on, dolls began to be made in Britain, America and Italy, nevertheless, the cradle of the manufacture of dolls was France, England and Germany. The author mentions that the collecting of antique dolls may be a matter of interest or a good method of money investment. The circle of doll collectors has considerably expanded in Europe, which affects the prices of antique dolls. The author points out what a collector should be careful about when buying an antique doll, he warns against fakes, against buying on the "flea market". He recommends specialised literature and visits of museums displaying unique exhibits.

310. BLAŽEK, B.: Hračky pro dospělé? /Toys for adults?/

Hračka, 15, 1980, No.1, pp.11-13.
5 photographs.

The author deals with alternations in attitudes to the role of play in the life of adults and goes on to describe what games are played by contemporary adults. He mentions examples of coat of arms games, sports games, etc. He devotes a special section in his article to sculptures made by Jiří Trnka, created from wooden kitchen utensils.

311. DIEL, E.: Die Geschichte der Puppe. /The history of the doll./

Der Schweizerische Kindergarten, 70, 1980, No.11, pp.525-533.
6 photographs.

The principal forms of toys have a long-standing tradition and comply with children's needs. The history of the doll may be traced back to ancient time. In Egypt, children had wooden dolls and animals 2000 years B.C. There is little evidence of dolls made in the Middle-Ages. The first mention of a toy-making workshop in Nuremberg dates back to 1415. Since then, Nuremberg has developed as a toy-making town. Industrial manufacture of toys was introduced at the end of the 18th century. Dolls were made with great care in the 19th century. They reflect the cultural scene of that period. Their heads were made of wax or porcelain, bodies were covered with kid leather or wax cloth. They were made mostly in Paris, Dresden, Augsburg. Small workshops in England made cardboard dolls. Even paper dolls dressed in clothes were made. Paper dolls made in Japan have a thousand-year--long tradition, the puppet theatre was invented in India.

Contemporary designers and manufacturers endeavour to develop dolls complying with the needs of the contemporary child. The child should have a doll to give it its affection, to establish a friendship with it.

312. DIMITROVA, N.: Sistema na didaktichnite igri v pedagogicheskiya protses. /A system of didactic games in the educational process./

Preduchilishtno vazpitanie, 28, 1980, No.10, pp.31-34.
2 refs.

The author deals with a system of demonstrative and schematic didactic games, their various variants and feedbacks. She has developed a detailed methodology of preparing for and supervising these games in kindergarten.

313. FISCHER, H.: Das Gestalten der Puppenecke. /How to equip a doll's corner./

Der Schweizerische Kindergarten, 70, 1980, No.11,

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pp.557-559.
   3 photographs.

A teacher presents her expérience. At the beginning of the school year she provides the corner with the essential equipment only. By gradually extending the equipment (kitchen utensils, decorative objects, etc.) she is able to teach the children to keep things in their places and to handle them carefully. She teaches children to think and to discover how to supplement the corner. For example, dolls will get warm clothes in autumn; children will wash and put away summer clothes. At Christmas time, children will decorate a Christmas tree in the corner. The teacher intentionally sets up such an environment in the corner as to enable children to play family. Children learn to be tidy and well-mannered towards their friends who represent adults.

314. FIXLA, V.: Výstavy československých hraček v roce 1979. /Exhibitions of Czechoslovak toys in the year 1979./

Hračka, 15, 1980, No.1, p.4.
   2 photographs.

This is a detailed report about four representative exhibitons of toys organized in the International Year of the Child. The first was opened in Hague-

-Scheveningen. The subject of the exhibition was the "Czech Fair" with a merry-go-round and sideshows. Another exhibition was organized in Amersfoort, the third exhibition was opened in Almere, the youngest town in Holland. And the last exhibition held in the year 1979 was an exhibition entitled "Puppets-Toys", organized by the Union of Czech Fine Artists. The exhibition hall of Pragner Gallery in Prague housed a working display of what had been achieved in the last five years in the field of applied art and industrial design.

315. FIXIA, V. - OPRAVILOVÁ, E.: Současná hračka. /The contemporary toy./

Prague, Odeon 1979.
Reviewed by: Klívar, M.
Estetická výchova, 21, 1980/1981, No.3, p.84.

The authors present an extensive survey of toy design in the C.S.S.R. They have attempted to make a representative selection, to document the folk tradition linked with painted toys, application of new materials, illustrated by paper toys. cut-out pictures, pocket theatre, etc. The reviewer points out that the monograph devotes very little attention to the modern type of toy - - the so-called relief toy, with kinesthetic elements, and to inflatable toys, whose standards of design are extremely high.

316. HAVRANOVÁ, A.: Dni slovenskej hračky v Prešove. /The Slovak Toy Days in Prešov./

Predškolská výchova, 34, 1979/1980, No.6, pp.168--169.

The Slovac Manufacturing Cooperative Union, Regional Manufacturing Cooperative Union, Regional Pedagogical Institute and Elektroplast in Prešov organized The Slovak Toy Days in Prešov in September 1979. The event became a meeting place of representatives of manufacturing cooperatives and educational personnel involved in preschool education in the East Slovakian Region. E.Opravilová discussed the following questions in her introductory address: toy as an important component of the material environment, tradition of the contemporary toy, developmental trends in toy manufacture in an advanced industrial society, toy as a means of intentional educational efforts. A.Havranová presented a paper dealing with the subject of the Educational Application of Toys. The participants stated in discussion that they considered such meetings of manufacturers and educators very effective. Proposals were submitted to establish a toy museum in Prešov.

317. Hračky pro naše nejmenší. /Toys for our youngest./ Hračka, 15, 1980, No.3, pp.11-13.

The manufacture of toys for children under three has recently been undergoing a boom on markets abroad. The range of products offered is very diverse, not only with respect to types of products, but also educational value, quality of design and aesthetical appearance. The range of toys marketed in Czechoslovakia is very limited in comparison with the foreign markets. Approximately 100 toy manufacturers produce these cultural goods without a clearly defined programme and national coordination. This is why the editors of the bulletin Hračka (Toy) organized a questionnaire on toys designed for infants and toddlers. They asked three prominent Czechoslovak toy specialists, V.Fixla, V.Mišurcová and E.Opravilová, to participate in the discussion. The findings of contemporary research into play and toy indicate that a child's healthy physical and mental development requires a specific set of toys complying with age and the child's age and educational needs. As regards infants, it includes the following: rattles, rings, figures, inflatable ball, solid or hollow cubes, small drum, car, toys on wheels, toys to play with in water and a small inflatable basin. From one to three years, the set should also include hollow shapes (cubes, small dishes), simple construction sets, jigsaw puzzles, dolls with accessories, animals, train, figures of persons, picture lotto, colour pencils and plasticine, toys to play with in a sandpit, inflatable ballons, a glove puppet and tricycle.

318. Jeux et jouets. /Play and toys./

L´école maternelle française, 1980, No.8, pp.17--32.

7 photographs, 10 figs.

This is a report about a section of an exhibition organized by kindergarten in Loir-et-Cher in France, entitled Play and Toys. The authors of the article focused their attention on toys designed for the youngest children, mostly represented by big rulers made by parents together with teachers.
They also discuss children´s play with jigsaw puzzles, cards, etc.which can be pursued at home.

319. KOENIGSMARKOVÁ, H.: Dítě a hračka. /The child and toy./

Estetická výchova, 20, 1979/1980, No.1, pp.23-24.

4 figs, 7 refs.

This paper was published as an introduction to a yearly pictoral cycle entitled Chapters from the History of Toys. A look at the history of toys presents a unique illustration of the life-styles pursued in different periods and environments, reflected in toys in the most diverse forms: human figures, animals, objects of everyday use, sophisticated technical devices and, generally, all that belongs to life. The toy plays an irreplaceable role in child development. It has always been an inseparable attribute of the child. It has a wide range af action, affecting all factors required for man's healthy physical and mental development.

320. KOSSAKOVSKAYA, Ye.A.: Igrushka v zhizni rebenka.
/The toy in the life of a child./

Moscow, Prosveshcheniye 1980. 64 pages.
Reviewed in: Doshkolnoye vospitaniye, 1980, No.9,
p.39.

The author discusses specific features of play for individual age groups of preschool children inferring what toys children need. She answers the question of what are the requirements placed on a toy, how to organize children's play so that it may contribute to their all-round development, what habits children acquire when playing with specific toys, what character traits are affected by this play, how many toys a child needs. She sugests how to equip a play corner, how to make

toys together with children.
The book is designed for kindergarten teachers, but it will also be useful for parents as well.

321. MATHYS, F.K.: Puppenhäuser und Puppenstuben.
/Doll's houses and doll's rooms./

Der Schweizerische Kindergarten, 70, 1980, No.11, pp.536-541.
4 photographs.

The first report dates back to 1558, when Prince Albrecht V of Bavaria had a doll's house made. It was actually a model of a patrician house. Such doll's houses were built into cabinets. They contained the miniature furnishings of the whole house, beginning with the cellar up to representative rooms, bedrooms and nurseries, with all accessories, furniture, pots and pans. They were not designed as children's toys, but luxury objects to admire. The fashion of such houses spread to Holland and England in 17th century. Amsterdam Museum displays a number of such cabinet built-in luxurious doll's houses. There exists a doll's palace in England, with 18 rooms and 3.000 pieces of miniature furniture. Mass-produced doll's houses, doll's toys and rooms appeared towards the end of the 18th century. The author also includes in his article a list of West European museums where antique toys can be found on display.

322. MICHELET, A.: Chronique du matériel et des jeux.
/A chronicle of material and games./

L´éducation enfantine, 1980, No.4, pp.65-66; No.5, pp.65-66; No.6, pp.65-66; No.7, pp.65-66, No.8, pp.65-66; No.9, pp.65-66.

This is a series of articles devoted to problems concerning play and toy in kindergarten; the author systematically informs about new developments in this field. In his article entitled We Build Towers (No.4), he describes construction sets belonging to three historically most significant systems of preschool education - Fröbel´s, designed as a result of philosophical reflexion, Montessori´s based on measurements and Decroly´s, stemming from children´s activity. In No.5, he deals with lottos, new developments in this kind of play. One facilitates the comprehension of the relation far-near and the other the relation before-after. He describes a new game with Micky Mouse in No.6. No.7 is devoted to J.Itard, who was the first in the 19th century to develop a system of material designed to train senses, based on sensualist philosophy and experience from education of the savage from Aveyron. Nos.8 and 9 contain articles entitled Play in the work of E.Séguin, eminent French physician and educator.

They outline his biography and works and interpret his concept of play integrated in a system of didactic material focused on developing senses, cognition and imagination.

323. MIŠURCOVÁ, V.: Hračka a pedagogická osvěta. /The toy and pedagogical education./
Hračka, 15, 1980, No.2, pp.12-13.
2 photographs.

This is the description of the pedagogical characteristics of individual toys as developed for specialists and the lay public by an outstanding expert in the discipline of toy, President of I.C.C.P., French psychologist André Michelet. He has developed a methodology to characterize toys, based on a historical and a psychological analysis and pedagogical research. It makes it possible to place every toy into a pedagogical and period context, to formulate its pedagogical goal; it includes a well-defined description and explains the possibilities of educational applications including appropriate instructions for kindergarten teachers. The characteristics of toys, including their pictures, are regularly and systematically published in the journal L´éducation enfantine to make it possible for kindergarten teachers to get sufficiently familiar with new toys and didactic material.

324. OPRAVILOVÁ, E.: Hračky a hry. /Toys and play./
Hračka, 15. 1980, No.3, p.19.
1 fig.

This is a report about a comprehensive exhibition of toys and aids organized by the ethnographic and history and archeology department of the National Museum in Prague. The exhibits on display represent the toy not only as an attractive cultural phenomenon, but also as a reflection of social, economic and cultural problems linked with the daily life of most citizens and an illustration of the history of toys and aids in the Czech lands from the end of the 18th century up to the present day.

325. OPRAVILOVÁ, E.: Hračky a hry. /Toys and play./
Hračka, 15. 1980, No.1, p.16.
3 photographs.

The author deals with the standard of toy assessment in the C.S.S.R. and informs about methods of toy testing in the world. The I.C.C.P. (international organization for children´s play) has exerted theoretical and practical efforts with respect to defining the criteria of a good toy, as well as advisory councils and bodies in a number of countries. One of them is the Canadian Council for Toy Testing, founded in Ottawa in 1952. Its objectives are to inform consumers about good toys available on the Canadian market and, on the other hand, to promote factories manufacturing good toys. The Council tests every year hundreds of toys with respect to safety, educational value and durability. The testing method lies in trying them in practice. The toys are made available to children in various play environments - at home, in the family, in kindergarten and in hospital. Six samples of each toy are tested for at least six weeks in this operation, the sevenths is tested by the ministry according to laws and standards defined for toys. At the end of the testing period, each toy will receive a summary scoring and a total scoring which will be submitted to the manufacturer in writing.

326. OPRAVILOVÁ, E.: Na okraj dvou významných setkání.
/A few words about two important meetings./
Hračka, 15, 1980, No.4, pp.2-4.
3 tables.

The author informs about the agenda of the 17th World Congress of IBBY and the IXth International Seminar on Preschool Education in Prague. She comments on the conclusions reached at both meetings and suggests that the problem of the toy should be approached in the same comprehensive manner as that of the children's book. She considers the possibility of establishing a "Society of Friends of Children´s Toys" in Czechoslovakia, which would become a national section of ICCP and which would take up the coordination of this comprehensive approach. She goes on to state that 85.7% of three- to six-year-old children go to kindergarten in the C.S.S.R. today and the trends toward integrating children into the system of preschool education will continue. These facts should be made known to all those who design toys, manufacture them and sell, for it is necessary more than ever today to harmonize the manufacture of toys with the specific conditions of play activities existing in collective facilities. Designers and manufacturers of toys should also become familiar will data on kindergartens for children requiring special care, whose development is on the increase, too. Specifications should be made for toy manufacturers in compliance with the type of handicap and defects handled by the schools.

327. OPRAVILOVÁ, E.: Výstava Loutky - hračky. /The exhibition Puppets-Toys./

Hračka, 15, 1980, No.1, pp.6-7.
2 photographs.

This is a detailed report about the exhibition entitled Puppets-Toys, organized by the Union of Czech Fine Artists in Jaroslav Fragner Gallery in Prague. The public was able to get familiar with the creations of 63 members of the puppet--toy group. The better part of the original creations was devoted to stage puppets, film and publicity puppets. The predominance of puppets over toys was largely influenced by the fact that the year 1979 celebrated the anniversary of the International Puppet Organization Unima. The toy exhibition represented a high standard of artistry reflecting a sense of purity and logic of material, a sense of graceful shape and tasteful colouring, correct estimate of the extent of stylization, a sensitive approach to structual functionality and didactic application.

328. OVCHAROVA, R.: Rabotata s prirodni materiali- sredstvo za esteticheskо vaspitanie. /Work with natural materials as a means of aesthetical education./

Preduchilishtno vazpitanie, 28, 1980, No.2, pp.36--40.

1 photograph.

Making toys from varied natural materials contributes to the all-round development of a personality. The author gives a number of practical instructions and suggestions which materials may be collected, when is the most suitable time, how to store them and what to make of them. She also suggests how to

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organize work with these materials for kindergarten children.

329. RICHTHOFEN, G. von: Gunne´s Puppen-Leute. /Gunns´s puppets-people./

Der Schweizerische Kindergarten, 70, 1980, No.11, pp.550-554.
5 photographs.

This is a description of simple puppets: head - a small wooden ball, body - a wooden prism, hands and legs made of sisal rope, shoes and palms - wood again. The author was able to express various attitudes with these puppets, moods, etc.; she has used them as symbols to demonstrate various family and educational situations. They have proved useful in children´s play and in remedial education, in play therapy and occupations.

330. ROUSÍNOVÁ, V.: Místo narození: Praha - Hostivař. /The place of birth: Prague - Hostivař./

Hračka, 15, 1980, No.4, pp.12-13.
6 photographs.

This is an interview with designers Marica Hybínová, Jarmila Šimková and Marie Hozmanová about toys for youngest children. They all agree that as regards toys for infants and toddlers, the situation on the home market is nothing to be enthusiastic about. Plastic toys prevail whose design and functionality are often not up to the mark.

331. SEMBLAT, J.: Libres propos sur les matériels de jeux. /A few words about material for play./

L'école maternelle française, 1980, No.1, pp.9--10; No.2, pp.13-14; No.3, pp.11-12; No.4, pp.31--32; No.5, pp.15-16; No.6, pp.10-11; No.7, pp.27--28; No.8, pp.12-13; No.9, pp.11-12.

This is a series of article of a practical nature, devoted to various problems concerning play and toys in kindergarten. No.4 deals with locomotive games. No.5 analyzes collective locomotive games and the two successive issues deal with symbolic locomotive games. No.8 characterizes playing with a ball as an activity contributing to the development of gestures in which the ball is a partner of the child. No.9 deals with play with sand. No.1 tackles the question of what is the position and application of "old games" in contemporary kindergarten. No.2 summarizes systems of games by F.Fröbel, M.Montessori, Séguin and Decroly. No.3 is devoted to construction sets.

332. SLÁDKOVÁ, H.: Lyžování hrou. Pokrač.1. /Skiing through play./

Základní a rekreační tělesná výchova, 25, 1980, No.12, pp.21-23.

The author deals with the problem of skiing of preschool children viewed from the angle of psychology. She analyses children´s mental processes occurring in basic skiing training.

333. ŠČERBANOVSKÝ, J.: Kulaté výročí buletinu HRAČKA! /Commemorating the anniversary of the bulletin HRAČKA./

Hračka, 15, 1980, No.1, p.1.

The bulletin "HRAČKA" (Toy) has entered the 15th year of its existence. The board of editors together with a team of other collaborators have systematically devoted attention to the creation of toys, i.e. to designing, approval procedures concerning individual prototypes and their introducing into production. In their articles, authors have discussed the approach to the toy manufacture in the C.S.S.R, including the sales policy both with respect to the home and foreign markets. All those who conceive the bulletin HRAČKA would like to see only good quality toys being designed, approved, produced and sold both now and in the future.

334. TOURTET, L.: Le jeu dramatique. /Dramatic play./ L'éducation enfantine, 1980, No.8, pp.27-28.

In her practically oriented article the author deals with dramatic play, classifying it as imitative or identification play. To execute dramatic play requires to choose carefully its characters, to develop its plot, to choose the place and prepare costumes and props, including sound effects, sometimes also music and dance. A special type of dramatic play is to play puppet theatre.

335. Vědí rodiče, co dítě potřebuje? /Do the parents know what their child needs?/

Hračka, 19, 1980, No.3, p.14.

This question was answered by J.Jandák from the General Management of the Industrial Goods Retail Outlets, together with the editors of the bulletin Hračka. The authors of the article are convinced that parents do not always know exactly what kind of toy their child needs, that they are inadequately informed about the suitability of a toy for a specific age, its importance for developing technical skills, constructive thinking, imagination and manual skills of the child.

336. VIGY, J.L.: Place du jeu et du jouet dans le folklore réunionnais. /The place of play and toy in the folklore from Ile de La Réunion./ L'éducation enfantine, 1980, No.4, pp.9-12.

A questionnaire was organized in the International Year of the Child on the play and toys of children living in the eastern part of the French region Ile de La Réunion. It included a survey of the play and toys of the past generation. The author reprints the questionnaire, completed by 139 respondents; he briefly characterizes the answers and analyzes them from the psychological point of view. He states that in spite of the fact that the survey was designed to obtain guiding rather than scientific data, the results turned out to be interesting. It was found that in the course of the last fifty years a new value system had been established in the field of play; collective play had declined and attention had increasingly been focused on individual child development and on the toy as an object.

6. PRESCHOOL TEACHING

337. STOYCHEVA, Ts.: O povyshenii effektivnosti obuchayushchikh zanyatiy. /Raising the effectiveness of

teaching in occupations./

Doshkolnoye vospitaniye, 1980, No.9, p.79.

It is necessary to develop children's minds from early childhood. An important role in this respect is played by maths instruction in kindergarten. The new programme of educational programme in Bulgaria devotes a lot of attention to developing mathematical concepts and notions. Individual occupations must, therefore, be prepared well in advance, especially their structure and content. The educator must respect the theoretical principles of teaching basic mathematical concepts, taking into account the psychological specificities of individual age groups, mainly children's knowledge. It is important to channel children's attention to the main tasks to be filled in an occupation, to encourage their independence and active participation. The educator must prepare his or her work well ahead, should think about it, prepare conclusions and generalizations, develop children's minds in the direction of simple forms of generalizations to higher ones.

338. WEINER, S.: "I'm not dumb, am I?" How to help children with learning disabilities.

Childhood Education, 56. 1980, No.3, pp.156-160.
2 figs., 2 refs.

The author discusses the cases of several children with serious learning disabilities in spite of their high I.Q.s. Identification of the causes (such as a visual defect) and an appropriate approach helped to solve these problems. Other children cited by the author had specific problems with reading. The author concludes her article by suggesting how to identify similar cases in numerous classes and how to define precisely a child's particular defect.

6.1 Learning and other psychological aspects

339. INNES, M.: Exploring the relationship between developmental learning centres and the learning patterns of young children.

Early Childhood Education, 13, 1980, No.2, pp.36--42.

The author characterises the basic principles of child development and discusses the role of developmental learning centres. They provide planned, gradually developed experience and activities by means of which each child becomes able to realize its intellectual potential, to acquire language skills, to develop muscular skills and coordination and to develop socially and emotionally, all this in compliance with a unique developmental pattern. The author also discusses the teacher´s role in meeting these requirements. Material and aids used in these centres are designed to help the child reach more complex integrations of concepts while simultaneously encouraging its interest in learning. When choosing material and aids, irregular child development in specific stages must be respected. The author goes on to discuss the development of learning and thinking. He briefly sums up the main ideas of Piaget´s theory of intellectual development. Piaget assumed that intelligence developed in a number of stages.

1. age 0 - 2: sensmotor
2. age 2 - 7: preoperative
3. age 7 -12: concrete
4. age 12-17: formal

Children with whom we communicate are in the preoperative stage of development. The author describes children´s behaviour in this stage of development. These observations facilitate our understanding od preschool child development. He goes on to characterize preschool child development on the basis of Piaget´s observations. Piaget also recognized various developmental stages of play:

1. sensmotor practical play;
2. symbolic play;
3. play with rules.

Research results have demostrated that children do not need any special instructions to explore and discover the surrounding world, but they must be given a chance to try, test and process skills to be developed in adolescence. Play requires an environment with changes integrated into it. By means of choice alternatives the child may find such activities at which it is successful. Piaget used the term assimilation and accommodation when he described the processes of play and development of intelligence. He considered these two processes the basis of entire organic development. The author analyzes the processes of accommodation and assimiliaton, forming concepts by means of these processes. Continuous repetition is necessary for accommodation and assimilation to take place (repetition in play constitutes the basic step in concept formation). Every child is able in the course of its life to continuously explore the nature of things. By continuous trying, testing, making errors and repeating the child will arrive at conclusions and achieve generalization. The author discusses the importance of the teacher's role in providing opportunities to satisfy children's curiosity and to make it possible for them to arrive at realistic and specific conclusions. Thus, at a later stage, the child will develop an ability to see similarity between significant data. All our ideas and concepts in adulthood have developed from personal experience acquired on the basis of comparisons in early childhood.

What is the importance of properly conducted play for the intellectual development of a child? Alice Yardley in her book Young Children Thinking lays emphasis on the importance of providing a stimulus in the child's environment - the best method is to get the child involved in solving increasingly more difficult problems and to give the child maximum help.

Piaget stated that play constituted an integral part of the development of thinking and learning. Marianne Parry believes that it is very important if an adult observes progress made in play and provides material and experience helping the child to make progress. School councils in England have subsidized some studies designed to investigate the structure of play in kindergarten and primary school, coordinated by Kathleen Manning and Anna Sharp (600 teachers participated in the survey). Children involved in the survey come from varied backgrounds and have varied abilities. The project has focused on five play categories:

1. at home;
2. constructive play;
3. testing play;
4. play with natural materials;
5. outdoor play.

Play was recorded and analyzed with respect to motivation, learning and development. The author further summarizes the results of the survey and analyzes them. Manning and Sharp have defined two purposes of structual play.

1. Provision - space, adequate time for play and aids.
2. Teachers´ role - to participate actively in children´s play by means of observation, participation, introduction to play and intervention.

What is the importance of observation and how it affects the developing of play. The following questions are answered with respect to observation: why, what, when and how do we observe? The same applies to play provision, participation in play, intervention and introduction to play. Learning takes place mostly at an early age, from 0-4 years (50%) - general intellectual development, from 4-8 years (30%), from 8-17 years (20%). Thirty-three percent of language skills develop in the child under six years of age, from six to thirteen (42%) and from thirteen to eighteen (25%). This is why emphasis is laid on effective cooperation between parents and the developmental learning centres particularly at this stage of the children´s dramatic development (they provide material, observe children playing and asses their progress).

The organization of the developmental learning centres facilitates observation. The author concludes by discussing the principle and importance of assessment in children´s education.

SELECTIVE BIBLIOGRAPHY

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340. KAKAURIDZE, N.: K voprosu formirovaniya deystviy otsenki. /Concerning the question of evaluation./ Doshkolnoye vospitaniye, 1980, No.1, pp.37-38.

Evaluation constitutes a component of teaching activities, while it is simultaneously a learning activity aimed at an analysis, evaluation of the results of one's own activities. It is not possible to develop instruction without the child's becoming able to evaluate its own activities. The child should be able to realize what it knows, what it can do, what it should improve (adequately, of course, to the potential of preschool children). Evaluation of the child's art activities plays a special role. There are three methods: 1. evaluation of the child's activities by an educator, 2. the child evaluates its own activities and their results, 3. the child's activities and their results are evaluated by other children. The author has carried out a survey to find to what an extent six-year-old children are able to evaluate a work of art (drawing, modelling, appliqué) made by the child itself or its friends. Their evaluations were superficial. Only the experimenter's guiding questions led the children to a deeper observation and objective evaluation. The author concludes by stating that the survey has proved that children have to be taught these skills.

6.3 Preparation for school

41. BARTÓK, M.: Ovocie dobrej spolupráce. /The fruits of a good cooperation./

Predškolská výchova, 34, 1979/1980, No.9, pp.244-247.

The headmaster of a primary school cooperating with all kindergartens whose children will come to his school evaluates the standards of the children's preparedness for school. The overall evaluation is positive, the children's knowledge and skills are well-balanced. More significant differences in preparedness appear where cooperation is necessary, as well as the support of parents (social habits). The teachers progress in the right direction in their work and prepare the children in compliance with the basic requirements necessary for the children's smooth start in the first class.

On the basis of his long experience, the author arrives at the following conclusions and suggestions: the primary school staff would appreciate written records of the child's development, including its characteristic traits; he suggests that preparedness for school should be examined by the kindergarten teachers only, for they are closer to the child, know the child better and primary school teachers have full confidence in their assessment.

342. BAUMANN - GASSER, V.: Fröhlicher Schulanfang.
/A happy school start./

Schaffnausen, Novalis 1979.
Reviewed in: Der Schweizerische Kindergarten,
70, 1980, No.3, p.164.

The author discusses questions concerning education and teaching in the first year of school. The publication is designed for parents and teachers.

343. DIKOV, T.: Podgotovkata na detsata ot detskata gradina za ucheben trud. /Preparing kindergarten children for learning./

Preduchilishtno vazpitanie, 28, 1980, No.6, pp.14--17.
3 refs.

The author deals with continuity between kindergarten and primary school, pointing to some shortcomings and suggests how to eliminate them. He suggests how a kindergarten can focus on educating volitive faculties, preparing for systematic work, fostering interest in learning and motivating for learning.

344. Gemeinsame Plannung einer Schulwoche im Kindergarten. /Joint planning of the topic "School" in

kindergarten./

Der Schweizerische Kindergarten, 70, 1980, No.4, pp.185-189.

A group of kindergarten teachers decided to execute the topic "School" according to the plan they had drawn up together and consulted with primary school teachers. Their aim was to perfect children's preparation for school instruction and especially to establish a closer cooperation with the primary school teachers. They discussed mutual visits of children; the teachers were informed about the content of educational work implemented in kindergarten to be able to draw on in ; it was agreed that the kindergarten teachers would supply information about individual children due to start school.

345. JIRÁSEK, J.: *Školní zralost a podmínky vývoje v předškolním věku.* /School maturity and prerequisites for development at preschool age./

Predškolská výchova, 35, 1980/1981, No.1, pp.4-5.

The author reports on the study designed to investigate the circumstances and educational effects prevailing at preschool age. It was carried out by the faculty of hygiene of Charles University in Prague; the subjects were children going to the first class of primary school. The researches investigated the correlations between 108 characteristics. The results largely confirmed the validity of the data obtained in the past and some of them may contribute to a more accurate assessment of the significance of circumstances and influences affecting the child. For example, the statistically significant relation to school achievement in the first class is not a direct reflection of the previous attendance of kindergarten, rather of the somewhat narrower range of circumstances and educational effects prevailing there, contributing to school pupils' socialization. The researchers also attached importance to a stimulating family environment, the scope provided to the child to satisfy his or her needs within the housing arrangement. Children coming from more inspiring and tolerant environments are more successful at learning and able to comply with school requirements of their own volition. Children provided with more inspiring stimuli at home are more relaxed, able to concentrate better, are tidier, more disciplined, conscientious. They are more stable and adaptable from the neuromental point of view.

The research results indicate what are the most important factors affecting children's preparation for school. These are methods of guiding children to assert their spontaneous activity, inciting interest in learning, encouraging an active approach to learning and application of knowledge. Education conceived along these lines will result in achieving self-control, finding one´s way among many requirements and methods of complying with them and in achieving the ability of self-assessment. This will facilitate to achieve a more permanent and generally valid effect in forming the school pupil´s qualities and his or her system of values and will play an important role in his or her adjustment in the subsequent stages of life and development of life-style.

346. JIRÁSEK, J.: Včasná příprava na školu. /An early preparation for school./

Rodina a škola, 27, 1980, No.7, p.6.

The author discusses in his article two extreme approaches of parents to preparation for school attendance. One is the extreme relying on the intelligence of the future school pupil which should help him or her to cope with anything new quite easily. The other extreme is the opinion that the first-grader who has learned the three R´s ahead at home will have an advantage. The author mentions the principles of an effective preparation for school in everyday family life. Everything surrounding the child should make up a relaxed and inspiring climate of a happy childhood. The parents and siblings should set to the future pupil a comprehensible example of all that will be required from him or her. Demands on achievement and behaviour must be adequate, in compliance with the child's potential. Preschool preparation should not become only a matter of the last few month preceding the start of school attendance. Even the most careful drilling of letters and numbers cannot substitute it. The best preparation is to create adequate conditions for developing the child's mental faculties from the very beginning of his or her life.

347. KŘÍŽOVÁ, J.: Hrajeme si s množinami. /Playing with the set theory./

Rodina a škola, 27, 1980, No.5, p.6.

The author presents several suggestions for games to be played by parents and their preschoolers at home. They are designed to lay the foundations of mathematical thinking in children before starting primary school. The author also recommends to parents some publications dealing with children's preparation for school, especially the book by Eva Veberová et al., 'Těšíme se na školu' (Looking forward to school), Eva Vančurová's series of books about Philip and the publications entitled 'Budeme mít školáka' (We are going to have a school pupil with us) and 'Škola hrou' (School through play).

348. KUJAWA, M.: Zapobieganie zaburzeniom osobowości dzieci rozpoczynających naukę szkolną przer poradnie wychowawczozawodowe. /Preventing personality disorders in children starting school instruction by professional educational counselling./

Psychologia wychowawcza, 23, 1980, No.4, pp.524--528.
3 tables.

An analysis of statistical data on children coming to educational counselling offices with their parents indicates that questions of mental preparedness for school attendance absolutely prevail, whereas questions of emotional and social aspects (peer interaction) are being neglected.

349. MIŠURCOVÁ, V.: Příprava dětí na školu z hlediska spolupráce rodinné a institucionální výchovy. /Preparation of children for school viewed from the angle of cooperation between family and formal education./

Predškolská výchova, 34, 1979/1980, No.10, pp.265--268.
18 refs.

The author uses examples to illustrate on research studies the potential of interdisciplinary approach to the problem of children's preparation for school. The development of a child's personality is significantly affected by the emotional climate prevailing in the family and the type of family environment. Children from disturbed environments demonstrate worse achievement even in the spheres of body growth, overall fitness and level of motor development. The family imparts material and spiritual qualities to the child for it to acquire them and to comprehend the order governing them.

The society provides most extensive and effective assistance to the family through public educational institutions and school. As regards the pedagogical theory, preparation for school is the result of cooperation between family and kindergarten, while educational work is focused on all facets of a child's personality. The research into the concept of preparation for school develops in two directions:

1. didactic, stemming from increased demands on intellectual education, based on continuous pratice from early childhood;
2. emphasis laid on an all-round development of qualities, health and sense of mental well-being facilitating the child's advancement. Play is considered the most important means of achieving mental balance and good physical health. The concept of childhood is being developed, conceived

as a system of opinions concerning the child, including questions of pedagogy and other sciences about man, as are being developed in different cultural and educational systems. The clarification of the concept of childhood plays an important role for pedagogy in that it makes it possible to comprehend education and instruction in a broader context, enriches the methodology of pedagogical research with new findings stemming from the interdisciplinaty approach. In practice, it will make it possible to reveal the nature of relationships existing between intentional and functional efforts made in forming the young generation and contributing to a harmony between them.

350. SOTCKHIN, F.A. - TARANTAYEVA, T.V.: Podgotovka detey k shkole v detskom sadu, /Preparing children for school in kindergarten./

Moscow, Pedagogika 1978.
Reviewed by: Kamalina, L.: Kak podgotovit detey och obucheniyu v shkole. /Hoe to prepare children for school instruction/.

Doshkolnoye vospitaniye, 1980, No.12, pp.70-71.

The publication contains the generalized results of pedagogical and psychological research conducted by researchers from the preschool education institute of the Academy of Pedagogical Sciences of the U.S.S.R., outlining approaches used to perfect the content, forms and methods of preschool education. It consists of four sections, each presenting the relevant papers written by individual authors.

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II. Development of language in children of senior preschool age.
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IV. Children's mathematical development.
    Tatuntayeva, T.V.: Experience from teaching mathematics to six-year old children.

Levina, L.A.: Continuity between teaching
mathematics to children in kindergarten
and in the first class of primary school.
The publication is designed for researchers, teachers, postgraduate students and students of preschool education faculties at pedagogical institutes. Kindergarten teachers will also find it useful.

351. ŠTEFLOVÁ, J.: Než půjdou do školy. /Before they come to school./

Rodina a škola, 27, 1980, p.8.
5 photographs.

The author describes teachers´ experience from preparing children for starting the first class of primary school. They have found useful various forms of cooperation with the parents of the children attending preparatory classes.

352. WENGER, L.: Überprüfung der Situation der Primarschule: Der Kindergarten ist mitbeteiligt! Zum Projekt der schweizerischen Erziehungsdirectorenkonferenz. SIPRI - Situation der Primarschule. /Examining the situation at primary school: kindergarten is also involved! Concerning the SIPRI Project of the Swiss education directors´ conference. SIPRI = situation at primary school./

Der Schweizerische Kindergarten, 70, 1980, No.4, pp.182-184.

A project containing measures to improve the work of primary school has been developed on the initiative of the Association of Swiss Primary School Teachers. It has been submitted for discussion. It consists of four ranges of topics; the third deals with children´s preparation for school instruction. These problems have been neglected and they will require a closer cooperation between primary school teachers and kindergarten teachers. The existing practice and measures designed to prepare children for school will be compared and their results subject to testing. Readers are asked to submit their comments, suggestions and experience concerning this section of the project.

353. ZAZZO, B.: Un grand passage. De l´école maternelle à l´école elementaire. /A great transition. From kindergarten to primary school./

Paris, PUF 1978. 224 pages.
Reviewed by: Czerniawska, E.
Psychologia wychowawcza, 23, 1980, No.4, pp.540-545.

The author discusses the topical problem of children´s adaptation in the first class to the circumstances of a new place and new tasks (abcut 20-30%

children repeat the first class in France!) on the basis of extensive material, the result of an experimental team study conducted near Nanterre, led by the author herself.

6.4 Teaching aids and technical teaching equipment

354. CARDINAL, Y.: La bibliothéque sonore. /The sound library./

L´école maternelle belge, 1980/1981, No.2, pp.49-57.

The author discusses the question in her informative article of whether it is suitable to keep sets of videoauditive aids and to include work with them into the educational programme. From early childhood, the child comes across television, tape recorder, record player at home, it is familiar with records, cassettes, book-records,etc. Kindergartens are also usually equipped with mass communication media. The author illustrates on come examples how to make a systematic use of various audiovisual material relevant to individual age groups, thus to prepare children for living in an environment whose integral part will be sophisticated technical devices.

355. DIEL, E.: Der Bildungswert des Fröbel-Materials. /The educational value of Fröbel´s material./

Der Schweizerische Kindergarten, 70, 1980, No.4, pp.193-197.
2 photographs, 1 fig.

Fröbel created toys to support children´s intellectual development. It is a didactically arranged system of toys. It is made up from bodies - areas - lines - points to make it possible for the child to progress from simple to more complex creations, in compliance with the level of its development. Handling varied material imparts important knowledge to children. Fröbel´s complete system consists of songs and lullabies, toys, locomotive games. It is important to introduce controlled children´s occupations.
Toys are being developed today based on Fröbel´s system.

356. GUSAKOVA, M.: Atributy k igram. /Accessories for play./

Doshkolnoye vospitaniye, 1980, No.8, pp.24-25.
7 figs.

To make children´s play interesting and attractive, varied toys, aids and accessories are being used. It is very educational if children make these accessories themselves, with their teacher´s help. The article gives instructions how to make them, including sketches.

357. HOREMSKI, B. - SMARZOCH, L.: Baza materialna i wykorzystanie środków dydaktycznych w nowoczesnej pracowni nauczania poczatkowego. /The material basis and application of didactic aids in a modern laboratory for initial instruction./

Chowanna, 24, 1980, No.1, pp.99-111.
15 refs.

The author presents the results of a study combining direct observation, visits questionnaires, selective experimentation and analyses of various documents; it investigated the work of 296 teachers involved in initial instruction, aged 20-53. The author has included statistical figures on the application of individual types of didactic aids by teachers.

358. KUCHAŘOVÁ, P.: Výchovné pomůcky pro mateřské školy z produkce n.p.Komenium. /Educational aids made for kindergarten by Komenium./

Hračka, 15, 1980, No.3, pp.21-22.
2 figs.

The objective of the national organization Komenium is to provide all types of school with sufficient, good quality teaching aids. The development and production of educational aids designed for preschool education is based on the new Programme of Educational Work in Crèches and Kindergarten and it fully respects the requirements put forward by individual educational bodies. Komenium endeavours to provide preschool education facilities with versatile aids facilitating preschoolers' independent and active work, encouraging creative imagination, developing perception, intellectual thought and language abilities. Good quality aids designed for preschool age should incite, inspire and implement children's activity. Komenium has also focused on pedagogical education in the last three years. It makes sets of slides with accompanying texts to be used in cooperation between kindergarten and family. They deal with specific problem spheres in the education of preschool children.

359. MARKOVÁ, V.: Novinky z n.p. Učebné pomôcky. /New products from the national organization Učebné pomôcky./

Predškolská výchova, 35, 1980/1981, No.3, pp.24--25.

The author informs about aids developed in conjunction with the introduction of the new programme of educational work into practice.

"Pictures of transport vehicles" - children may set up various traffic situations.

"Where has Murko hidden?" - an exercise-book designed for children to acquire basic spatial concepts.

"Where are squares, circles" - an exercise-book designed for children to recognize geometrical shapes.

"Town" - colour pictures with details to stick on.

"Come with me to the garden" - an exercise-book designed for children to learn colours and enhance fine motor development.

"Multi-coloured saucers" - to develop mathematical and spatial concepts.

"Little vases with coloured flowers" - to identify colours and develop mathematical concepts.

7. CARE OF HEALTH AND PHYSICAL EDUCATION

360. ALIYEV, M.: Yeshche raz o fiskulturnykh zanyatiyakh na vozdukhe. /Once again about physical education occupations in the open air./
Dohskolnoye vospitaniye, 1980, No.3, pp.41-42.

The author describes a study designed to investigate the potential and effectiveness of physical education occupations carried out in the open air with children suffering from respiratory diseases, to determine the effects of these occupations on children's locomotive activity, their physical development and the functioning of the respiratory and blood circulation systems. The study was conducted for two years in a normal kindergarten and in a kindergarten-convalescent home, altogether 80 children were investigated, aged 5-7 years. During the experiment, physical education occupations were carried out outdoors twice a week, only when the weather did not permit it they took place indoors (out of 600 occupations, 120 were carried out indoors), locomotive games were carried out three times a week and there was a morning exercise every day. Once a week, there was a walk in the open air taking up to sixty minutes, skiing, tobogganing, skating in winter. Occupations took place outdoors when there was no wind at temperatures down to -12°C. At first, children were grouped according to their health condition and physical fitness, forming a group of weaker and a group of stronger children. Gradually, children from the weaker group could be transferred to the stronger group.

In addition to a significant improvement in the height, weight and performance of all children, the researchers also found considerable improvement in the adaptation of the blood circulation system to physical stress. The level of physical fitness increased too, which indicates an increase in the functional reserves of the blood circulation system as well as in the functioning of external breathing. Physical education occupations carried out in the open air also affected children´s organization, their attention and performance in other activities as well.

361. BAŘTIPÁN, J. - DAVÍDKOVÁ, V.:Pobyt dětí venku. /Children´s staying in the open air./

Predškolská výchova, 34, 1979/1980, No.11, pp. 302-303.
1 fig.

The author describes children´s activities carried out in the open, in a single-class village kindergarten. They are conceived as a didactic and orientation game called "Look for Alice´s Scarf". The task of the children was to walk according to a simple orientation plan. They were asked to look for and choose orientation points, to follow them and to plot them into the plan. Children had been adequately prepared for this game. The game was designed to contribute to the formation of orientation abilities, specific artistic expression, perfection of locomotion, training of behaviour in the open air and to learning one's surroundings.

362. GRYS, I.: Zanim zapłonie olimpijski znicz .... Część 1-6. /Before they light the Olympic fire .... Parts 1 - 6./

Wychowanie fizyczne i higiena szkolna, 28, 1980, No.1, pp.18-22; No.2, pp.58-63; No.3, pp.103-106; No.4, pp.145-148; No.5, pp.182-186; No.6, pp.231--235.
1 table, 26 photographs, 17 refs.

This is the history of games, especially sports and locomotive games, as they had developed in pre-revolution Russia and in the Soviet Union before the Olympic Games in Moscow.

363. Jak to viděli z náčelnického můstku. /As they saw it from the review stand./

Základní a rekreační tělesná výchova, 25, 1980, No.9-10, pp.15-20.

This is an assessment of individual compositions, performed during the Czechoslovak Spartakiad 1980, by their leaders.

364. JANOVSKÁ, J.: Tělovýchovný proces nejmladších cvičenců. /The physical education process designed for the youngest gymnasts./

Základní a rekreační tělesná výchova, 25, 1980, No.11, pp.15-16.

The physical education process is conceived as the intentional influencing of the locomotive, mental, intellectual and social aspects of human personality. The author discusses the application of these basic principles to the physical education process designed for the youngest gymnasts.

365. KOSTKOVÁ, J.: Skladby ženských složek. /Compositions for women gymnasts./

Základní a rekreační tělesná výchova, 25, 1980, No.9-10, pp.9-13.
8 photographs.

This is an assessment of the Spartakiad compositions performed by women gymnasts and parents with children.

366. KREMLOVÁ, M. - NOVOTNÝ, M.: Podmínky optimálního pohybového režimu dětí vybraných mateřských škol v Praze a možnosti jejich ovlivnění. /Prerequisites for an optimal daily routine of children

going to selected kindergartens in Prague and how to influence them./

Predškolská výchova, 14, 1979/1980, No.11, pp. 288-293.

1 table, 8 refs.

A study of the somatic, motor and functional development of over 5,000 healthy children has demonstrated some significant differences between children from Prague and the other regions. Children from Prague were ahead in somatic development, but they had worse body posture and their performance was worse, too. This reflects the effects of environment, insufficient locomotive routine and lack of locomotive stimulation. The authors, teachers at the hygiene department of the general medicine faculty of Charles University, conducted, together with students in their sixth year of study, a survey of 18 kindergartens located in one Prague district to find whether there existed prerequisites for optimizing the locomotive routine. They selected for the study eight kindergartens built in compliance with the standardization directives and ten older kindergartens, most of them placed in reconstructed buildings.

The researchers investigated the following complexes of factors:

1. The layout of the premises. 2. Operating conditions, equipment with furniture. 3. The teachers'

approach to the optimal implementation of physical education, their personal prerequisites in this respect. 4. Whether physical education occupations and other forms of physical education are conducted in compliance with the new programme. 5. Cooperation of the school administrators with parents concerning children's locomotive routine. 6. Cooperation of school physicians with teachers and parents in the field of health education. Altogether 54 factors were investigated; they scored 1 - 3.

The researchers found out the following with respect to the above complexes of factors:

1. 55% of kindergartens in question are located in the wrong places. The optimum layout of the plot and the premises was found in 27% of kindergartens.

2. The kindergartens work beyond their design capacity. It means that the area of the day rooms does not meet the required minimum. It is only 2.1 m^2 per child in ten kindergartens. On subtracting the area occupied by furniture, only 1.23 - - 1.86 m^2 are left per child to practise physical education. Inadequate sizes of tables and chairs were found in 27% kindergartens.

3. The teachers had optimum qualifications, took an active interest in their work with children. They introduced unconventional forms of work, such as swimming instruction, skiing instruction in the mountains.

4. Types of exercises could be extended and the

frequency of practising them should be raised. Children like to exercise, but they often perform individual exercises incorrectly, especially where there is limited floor space. One teacher controls exercises performed by 30-35 children together and she is not able to pay adequate attention to individual children.

5. 61% of kindergartens organised a stay in the mountains, 33% organised swimming courses. These are the results of cooperation between school administrators, school authorities and parents.

6. Some parents tend to underrate the physician's recommendations conveyed by the teacher, especially where there is no feedback.

The research results indicate that the prerequisites for an optimum locomotive routine to be pursued in the kindergartens in question are not satisfactory. The author gives some suggestions for improvement.

367. LEBEDEVA, A.: Soćrushenstvo detskogo sada i semyi v fizicheskom vospitanii detey. /Cooperation between kindergarten and family in the field of children's physical education./

Doshkolnoye vospitaniye, 1980, No.6, pp.48-52.

This is the experience of a kindergarten which has provided favourable conditions for children's physical education. At the beginning of the school year, children undergo a profound medical examination to record their weight, height, health, physical development and motor activity as well as the activity of the central nervous system. The kindergarten teachers ask the parents to complete a questionnaire, to find whether they are familiar with the health of their children and whether there is anything they need helping with. Questions of the following kind make up the questionnaire: Do you monitor the physical development of your child? Have you found any defects in his or her physical development? What conditions have you provided for your child´s normal physical development? Big differences were found between the results of the medical examination carried out at the beginning of the school year and parents´answers; parents were often not aware of the actual health state and physical fitness of their children.

It was, therefore, necessary to focus attention on parents´ pedagogical and health education. A special attention was devoted to children in whom some deviations had been discovered.

The kindergarten staff visited these families to have a talk with the parents and to suggest what they could do do support the efforts made by the physician and the kindergarten.

A health corner was established in each class of the kindergarten where parents could make themselves familiar with the contents of the morning exercise and physical education occupations. Parents were able to observe physical education occupations as well as exercise with individual children. They were made familiar with the methods used to make children become hardy and a set of remedial gymnastic exercises. A specialist comes to the kindergarten twice a week to take care of children with a wrong body posture. The cooperation with parents was fruitful: the morbidity rate had dropped by 15%, children's motor activity had increased and they had learned how to maintain a correct body posture.

368. LEBEDEVA, A.: Vospitaniye interesa k zanyatiyam fizicheskimi uprazhneniyami. /Educating interest in physical exercise./

Doshkolnoye vospitaniye, 1980, No.6, pp.9-10.

A teacher writes about her own experience. At first, it was necessary to identify the potential of individual children. Where deviations from the norm had been found, a complex of motions and remedial exercise was developed for the children. The organization of occupations, preparation of aids and content of instructions given to the children had been carefully planned to make a rational use of the time allocated to exercise. Various aids were used to exercise with, such as sticks, hoops, flaglets; the exercise gradually became more interesting and exercises were per-

formed with greater accuracy. When children had problems with some exercises, the teachers practised with them again in the afternoon. Locomotive games were played every day; at first under the teacher's supervision, later on children organised them on their own. They made an ice-hockey rink on the playground in winter. The teachers saw to it that the players took their turns and that breaks were made for the children to get some rest. When learning to ski, children were instructed to walk first on level ground; afterwards, they went down a slope. Throughout the year, indoors and outdoors, children attempted rope-skipping.
Parents were kept informed about all these activities and asked to support the teachers' efforts and to prepare opportunities for their children at home to carry out locomotive activities on their own.

369. LECOMTE, A.: L'éducation physique à l'école maternelle; bâtir la maison à partir de fondations. /Physical education in kindergarten: to build the house from the foundations./

L'école maternelle française, 1980, No.3, pp.17-31.

The French kindergartens have been using varied methods to develop children's motion intentionally and have given them different names: physical education, motor, rhythmic, psychomotor education, etc. Plurality of educational tendencies, typical of bourgeois preschool education, applies to this sphere too. The author points to the necessity of developing a uniform project in the field of preschool education and outlines the principal questions awaiting clarification: importance of wholesome movement for the child, specificity of educational efforts made at preschool age, prerequisites for and forms of physical education, etc.

370. LUAKSHIN, V.: O roli otsa v fisicheskom rasvitii rebenka. /The father's role in the child's physical development./

Doshkolnoye vospitaniye, 1980, No.6, pp.52-53.

A father writes about his experience, laying emphasis on the importance of setting an example. From his son's early age he has exercised with him in the morning, played ball games, taught him to ski, toboggan, swim, ride a bicycle. He recommends fathers to overcome their self-indulgence and, for the sake of their children, to go in for some motor activities.

371. O sostoyanii fizicheskogo vospitaniya detey v doshkolnykh uchrezhdeniyakh RSFSR. /Concerning the state of physical education in preschool facilities in the R.S.F.S.R./

Doshkolnoye vospitaniye, 1980, No.6, pp.92-94.

The article reports on the results of an inspection carried out in 1980 by the preschool education department of the ministry of education of the R.S.F.S.R. and the mother and child prophylactic care department. Physical education provided by preschool facilities is administered by national education and health authorities. Methodological assitance is provided by remedial physical education counselling clinics, medical and physical education inspection centres and methodological department of national education authorities.

Remedial physical education counselling clinics provide medical and pedagogical supervision over all forms of physical education and procedures of making children become hardy (they made inspections of over 16,000 preschool facilities in the year 1978); they take care of the professional development of medical and pedagogical personnel, supervise, generalize and introduce new forms of physical education into practice; they provide medical education to the population.

The inspection showed that physical education in preschool facilities had been implemented in preschool facilities in compliance with the educational work curriculum. In general, children were found to by physically well developed, the morbidity rate had dropped. In addition to methodological recommendations and requirements for continuous supervision provided by the health authorities, it was recommended to establish within the system of the ministry of health in the R.S.F.S.R. a scientific centre responsible for tackling health questions related to the physical education of preschool children. The House of Health Education was assigned the task of publishing literature on the physical education of preschool children and to give publicity to this subject by making use of television and radio broadcasting, as well as to develop methodological recommendations concerning children's physical education in the family.

372. REDNIKINA, R.: Organizatsiya fizkulturnykh dosugov i prazdnikov. /Organizing physical education events and festivals./

Doshkolnoye vospitaniye, 1980, No.6, pp.80-81.

The author writes about her experience from including competitive elements into the programmes of events and festivals. They train with children from senior and preparatory classes. The objective is to teach children appropriate motions, skills, adroitness. Prior to including particular elements into team competitions, they practise them carefully with the children so that they become able to execute them at a pace suiting them; later on, they are trained to execute them as quickly as possible.

Sometimes, teachers include playful games as a surprise to children and a source of a lot of joy. Collective rewards have proved successful. They are kept in the classroom, remind children of their joint happy exercises, contributing thus to a formation of habits related to living in a collective.

373. SCHULZ, B.: Die kontinuierliche Weiterentwicklung Körpererziehung von der Vorschule zur Unterstufe. /Continuity in developing physical education as part of preschool education and in the first class of primary school./

Theorie und Praxis der Körperkultur, 29, 1980, No.4, pp.278-285.
9 plots, 16 refs.

The author investigated the problem of children´s transition from kindergarten to the first class of primary school. He suggests how to prevent children, who have had a good training in physical education in kindergarten, from getting into a stagnant situation at primary school, not developing any further the aptitudes they have acquired before.

374. STRYŹEWSKI, S.: O potrzebie i możliwościach stesowania metody problemowej w obszarze kultury fizycznej. Studium metodyczne. /Concerning the need and potential of the problem approach applied to physical education. A methodological study./

Wychowanie fizyczne i higiena szkolna, 28, 1980, N.4, pp.137-142.
1 diagram, 1 table, 1 photograph, 11 refs.

This paper was delivered at the plenary session of the Posnan section of the Polish Academy of Sciences, commission on pricipal problems of physical education, and of the Pedagogical Academy (27th-28th October, 1979).

375. SVIRIPOVA, M.: Sovmestnaya rabota meditsinskogo i pedagogicheskogo personala po fizicheskomu vospitaniyu. /Cooperation of medical and pedagogical personnel in physical education./

Doshkolnoye vospitaniye, 1980, No.6, pp.10-12.

A paediatrician participates in placing children into individual classes and supervises the admission of children by nurses and teachers in the morning. Medical examinations take place once a month in crèches and quarterly in kindergarten. Children undergo a profound medical examination once a year;

specialists from the children's clinic are invited to take part. There is a plan of these examinations to prevent them from interfering with the daily routine and pedagogical work.
A great emphasis is laid on children's motor activities. In addition to motor education occupations, locomotive games are played every day. An ice rink and a skiing slope are made on the playground in winter.
Quarterly meetings are organized where the crèche staff assess the physical and neuromental development of individual children.
These comprehensive measures have resulted in a drop in children's morbidity rate by 30%.

376. VASILYEVA, T.: Ozdrovitelnaya rabota v detskom sadu. /Taking care of children's health in kindergarten./

Doshkolnoye vospitaniye, 1980, No.6, pp.5-6.

A headmistress writes about her experience. Questions related to physical education were regularly discussed by the pedagogical staff of the kindergarten and a number of measures were proposed. The kindergarten premises were arranged so as to facilitate children's motor activities. The playground was supplemented with various instruments and apparatus used in sports games (volleyball, basketball, tennis, badmington, gorodki, ice-hockey). Theoretical and practical seminars were organised for the teacher to raise their pedagogical knowledge of physical education. When analyzing physical education occupations, attention was focused on the intensity of exercise and adequacy of requirements made on the children. A physician was present twice a month to observe physical education occupations. The teachers observed the body posture of individual children; they included remedial exercises when they were needed. The parents were informed about the approach of the kindergarten to care of their children's health and they were asked to support these efforts. The parents whose children had problems with maintaining a correct posture were made familiar with remedial exercises and the relevant literature was recommended to them.

377. ZAYTSEVA, P. - VIKTOROVA, N.: Metodicheskoye rukovodstvo fizicheskim vospitaniyem. /Methodological supervision over physical education./

Dohskolnoye vospitaniye, 1980, No.12, pp.22-24.

Methodological assistance is provided to teachers through methodological centres. They collect theoretical and methodological literature, select articles published in the journals Doshkolnoye vospitaniye and Nachalnaya shkola (Preschool Education and Primary School). Once every two months, a methodologist introduces to educators new publications appearing in the professional literature. Methodological centres keep syllabi of occupations, sets of morning exercises, variants of locomotive games, etc.

Pedagogical meetings are organized for educators to make them familiar with the best experience and to discuss the possibilities of introducing it into practice. Preparations are made prior to each pedagogical meeting. The headmistress and methodologist will review the state of educational work prevailing in individual classes, they will make a list of literature dealing with the subject to be discussed, if necessary they also prepare an accompanying exhibition. Medical workers are active participants at these pedagogical meetings, being involved in educational work from the medical point of view. When the need arises, practical seminars are organized, combined with demonstrations and visitats, such as the seminar on "The Combination of Music and Physical Education".

7.1 Nutrition

378. KOVÁŘOVÁ - CARDOVÁ, M. - KOVÁŘ, J.: Jsou ještě opravdoví kojenci? /Do there still exist genuine infants?/

Děti a my, 10, 1980, No.1, pp.11-14.
4 photographs.

The authors discuss problems related to infant nutrition. By the term infant we mean a child from birth to one year that is being breast-fed. Why does the number of actual infants decline, if mother milk is irreplaceable by any substitution? The reasons are varied:

1. an increase in women's employment;
2. an accelerated place of living;
3. artificial nutrition conceived as something that is better for the infant than natural nutrition;
4. artificial nutrition is so easy to prepare and mothers are unwilling to make sacrifices for the infant;
5. there is insufficient education to parenthood which should be started at an early age.

The authors discuss the importance of breast-feeding and mother milk for the infant as well as the importance of breast-feeding for the mother herself. From the psychological point of view, what does breast-feeding mean to the mother herself? The mother's adaptation to breast-feeding undergoes two important stages. The initial stage of lactation arrives while the mother is in the maternity ward where she should be made familiar with the technique of breast-feeding. This is followed by the mother's first handling of the infant - she must learn how to handle the infant, she must learn the technique of breast-feeding, she experiences her first impressions of the new situation. The other stage takes place when the mother comes back home with the infant. It is a challenge for her. The authors state that both from the mental and physical points of view the breast-feeding mother is greatly disadvantaged in comparison with the mother who does not breast-feed (she needs rest, privacy, quiet, her diet is restricted, she needs sufficient sleep, must avoid haste, stress) and, as well, the breast-feeding mother has to stand up the trial of personality maturity. The fact that the numbers of genuine infants are diminishing today has its social and psychological grounds. Infants are weaned prematurely, both from the biological and psychological points of view. They are entrusted into the care of other persons very early, for their parents want to make up for what they had missed or had not lived up to their expectations before the infant was born. The time when the infant is inherently bonded to us is strictly limited, it will end once and it cannot be put back. It is, therefore, necessary to guide girls and women in education to parenthood to breast-feed their infants as long as possible, providing them thus with an irreplaceable asset for life.

379. MÁROVÁ, Z.: U rodinného stolu. /At the family table./

Děti a my, 10, 1980, No.1, pp.27-28.
1 fig., 1 photograph.

The author discusses the problem of educating proper table manners, the importance of a tastefuly laid table at home. Children should start eating at a table with adults at an early age. Bad habits must be corrected and proper manners learned, otherwise we shall get into a situation when it will be either too late to learn or it will become difficult.

380. OLMROVÁ, J. - BLAŽEK, B.: Jídlo není jenom jídlo. Věci jedlé i nejedlé. /Food is not just food. Edible and inedible things./

Děti a my, 10, 1980, No.1, pp.24-25. Part 2.
2 photographs.

This is a historical review of edible and inedible food. The authors also discuss the meaning of social taboos as they have developed for some kinds of food in different peoples and countries. Unlike animals, man inherently has to learn again in each new generation from his predecessors or his own experience which crops taste well, are edible and inedible or poisonous. The edibility or inedibility of food is significantly affected by the current mental and physical state of our body, biological composition of food as well as purely social and mental circumstances. Child development, studied by anthropologist Mead in several primitive cultures, demonstrates clearly that from the beginning man turns to things rather than to persons, yet feeding is the first human relationship a child experiences. It is of an immense importance, therefore, whether adults lay more emphasis on the handling of objects entering and leaving the body or rather on achieving an emotional harmony in mutual communication. In human nutrition both the scientific (crèche, kindergarten, school meals, boarding school, university and college canteens) and the unscientific approach (nutrition at home) should alternate. In puberty, an individual attempts a revolt against family tradition and considers food and eating a handy weapon and an effective means of self-expression. Even the life of the contemporary child, who is sometimes denied its favourite dish by its mother, reflects to some extent this major drama projected into food. Fortunately, the child does not eat exclusively at home. Food may assume a more and more unusual role, the more the child comes gradually across more remote social groups. A very important role is attached to the experience when, for the first time, a person voluntarily prepares food to surprise, console or feed someone else. He will learn in this way that a substantial role of food is to be a gift. Young children try to imitate processes used by adults to transform inedible things into edible food (they mix grass, pebbles, sand). They should be given a chance of making food on their own and to come up with creative ideas about table-laying, which will enable us to discover with them another role of food: its preparation and eating may become a game to please us and to release our creative resources.

381. OLMEROVÁ, J. - BLAŽEK, B.: *Jídlo není jenom jídlo.* Ale ty konce ... /Food is not just food. But where will it all lead to .../.

Děti a my, *10*, 1960, No.2, pp.28-30. Part 3.
2 photographs.

The authors discuss food from the psychological point of view. These are cases when food stops being mere food and becomes a tactical manoeuvre. A child learns soon to turn its helplessness during taking food into a source of its power - - this is unconscious deduction called *transduction* in children. The authors go on to discuss various types of food eccentrics. American social psychologists Schafer and Yetle, who conceive food as an integral part of the social environment, analyse eight types of food eccentrics (people who passionately take somewhat unusual stands towards food):

1. seekers of miracles - they make up a menu an adherence to which promises the acquisition of new strength and enduring health (slimming diets, etc.);
2. non-conformists - original and extraordinary personalities (cult of home-made and health food);
3. seekers of superhealth - they eat exclusively what allegedly prolongs their life;
4. sceptics about medicine - they are predominantly guided by a spirit of revolt;
5. fashion addicts - they are permanently looking for something new - their main objective is to be up to the mark;
6. seekers of authority - readers of scientific and popular books on nutrition;
7. seekers of truth - those who endeavour to defend their eating habits at any price;
8. doubters about life - they do not seek food to bring them health or social success, they lack belief in anything.

Food and time: if we analyse the family style of preparing food and serving food from the viewpoint of time, we shall find that most families may be placed between two extremes. On the one hand, there are families where everything functions like clockwork, everything is planned, calculated, recorded, the family meets at the table. The opposite extreme are families laying emphasis on the independence of its individual members towards one another and of all of them towards one kitchen. This constitutes quite an ideal situation for a pubescent person, but it is only this tolerance that has remained from a strong family bond. Both these extremes are rather unlucky alternatives for the development of the family and its members in the future. It requires critical prudense to think about oneself and others and to have the courage of inventing and trying something both traditional and new.

382. SCHANER-VAN DER BORGHT, A. - VAN DER BORGHT, M.: Éduquons nos jeunes consommateurs. /Educate our young consumers./

L'école maternelle belge, 1979/1980, No.4, pp. 153-157.

The article has arisen from cooperation between a kindergarten teacher and a dietician. It explains the importance of proper nutrition and sets norms for the consumption of nutrients by children aged two to six. It devotes a special attention to sweets in nutrition and shows how a kindergarten may help in alleviating the problem of children's consuming excessive quantities of sweets.

7.2 Motor development and physical exercise, motor education

383. BABINA, K.S.: Kompleksy utrenney gimnastiki v detskom sadu. /Sessions of morning gymnastics in kindergarten./

Moscow, Prosveshcheniye 1978.
Reviewed by: Drosdova, V.: O metodike provedeniya utrenney gimnastiki. /The methods of performing morning gymnastics./ Doshkolnoye vospitaniye, 1980, No.1, pp.78–79.

The publication deals with the methodology and organisation of morning gymnastics. It contains instructions for developing exercises with gradually increasing difficulty. The author describes various methods of organising morning gymnastics, including detailed methods of organising and performing morning gymnastics in the open air throughout the year. In addition to general instructions, he also presents methods of performing morning gymnastics with four different age groups in kindergarten. The book is concluded by a chapter on planning.

384. BALOUNOVÁ, Z.: Jak realizujeme úkoly Programu v oblasti tělesné výchovy. /Implementing the

tasks set in the Programme in the field of physical education./

Předškolská výchova, 34, 1979/1980, No.5, pp. 134-137.

The author writes about her experience of the new concept of physical education. Requirements concerning physical education are realistic, but they have to be implemented on a comprehensive scale. The author describes some organisational forms and methods she has found effective.

385. BERDYCHOVÁ, J.: Cvičení pro rodiče a děti na spartakiádě. /Exercise for parents and children at the Spartakiad./

Rodina a škola, 27, 1980, No.4, p.6.
2 photographs.

The author informs about exercise of parents with children which has been developing intensively in Czechoslovakia since 1975. In all districts, groups of parents and children have systematically practised under the guidance of professional trainers. The exercise of parents or grandparents with children has proved generally beneficial. The child performs a wide range of motions it would never be able to execute without the help of an adult, it practises with pleasure, without a feeling of loneliness or shyness if it can hold the hand of a person towards whom it feels affection. The adult, on the other hand, gets an opportunity for becoming physically active again, he or she will learn a number of exercises and games to be played with the child and repeated whenever they have free time.

386. BERDYCHOVÁ, J.: Československá spartakiáda a děti předškolního věku. /The Czechoslovak Spartakiad and preschoolers./

Predškolská výchova, 34, 1979/1980, No.10, pp.274--276.

4 photographs.

Thanks to cooperation with parents, even three-year-old children were able to perform at the Czechoslovak Spartakiad in 1975. The question has arisen whether children's participation in mass-scale performances is desirable. Standard data have been obtained by means of analyzing historical documents, theoretically analyzing a large number of compositions designed for youngest children, measuring energy required to execute the composition, pedagogical observation of the entire process of training and the actual performance. The following conclusions were made on the basis of the above data: the composition must respect age-related and individual specificities of children. It should draw upon children's spontaneity and develop it by effective exercises, to maintain the form of play and to use dynamic and melodious music making it easy for children to keep up rhythm. Children should be adequately stressed both physically and mentally, the maximum length of the composition should be eight minutes.

Preschoolers will perform two compositions in the Czechoslovak Spartakiad in 1980. Both will express the idea of peace to be attained all over the world and they will illustrate the care and love devoted to the Czechoslovak children in our society, especially by their families and in social facilities designed for children.

387. HENDYCHOVÁ, J.: Dílo docenta Kocha stále živé ... /Associate Professor Koch's work has not fallen into oblivion ... ./

Predškolská výchova, 35, 1980/1981, No.3, p.20.
1 photograph.

This is an obituary of Associate Professor Koch, late research worker in the Mother and Child Care Institute. His years' long studies have proved that children, stimulated early and appropriately to move spontaneously, develop in an altogether more harmonious way than children whose motor development has been left to spontaneity. Infants, stimulated early through movement, have a bigger vocabulary in their first year of life than infants who have not done any exercise. He has proved there exists an inner link between the motor and mental spheres. Movement satisfies an infant mentally so that it becomes optimistically minded and more active in all its expressions. Koch has developed a system of infant education through movement. The objective of the system is not to accelerate development, rather to develop an infant´s hidden potential which - - through an early stimulation by movement - may contribute to the infant´s all-round development. In addition to his publishing, he has also been involved in extensive lecturing and public activities. He ran a seminar designed for instructors of infant education through movement, organised by the physical education club Sokol Malá Strana in Prague. These instructors have supervised exercise with infants in 200 families in the last three years.

Awaiting implementation are sports instruments and apparatus suitable for use in the crèche and the family, as designed by Koch.

388. BERDYCHOVÁ, J.: Spartakiáda a děti. /The Spartakiad and children./

Děti a my, 10, 1980, No.2, pp.4-5.
3 photographs.

The author discusses the problem of participation of young children in mass-scale performances. Is it effective, is it desirable from the psychological, pedagogical and especially hygienic points of view? Such questions are raised in her article by Associate Professor Jana Berdychová, who has concerned herself for twenty years with the problem of children's participation in mass-scale performances. The following methods were used in the study:

1. analysis of historical documents;
2. theoretical analysis of a large number of compositions designed for children;
3. measurements of energy required to execute them;
4. pedagogical observation of the training process;
5. investigation of the actual process of the composition;
6. interviews with parents, educators, instructors and children;
7. questionnaires completed by the audience.

The results have confirmed that the same criteria and principles adopted for compositions designed for elder youth also apply to the youngest gymnasts (respecting age, artistic considerations, reasonable level of difficulty of choreographic sets, adequate length), as well as some new requirements stemming from the anatomical, physiological and psychological specificities of children of individual age categories. On condition that the whole public performance is well organized, hygienic requirements are met, there are adequate changing-rooms, the aesthetic standard of the composition is up to the mark, that it is in keeping with the psychological and physiological specificities of children of a particular age, that it is adequately dynamic and long, that didactic principles are aplied to training, it is possible to positively answer the question asked in the introduction. The intensity of children´s experience constitutes a source of emotional values, brings satisfaction to them, joy, pride, teaches them the harmony of movement, musicality and cultivated behaviour.

389. EMERSON, P. - LEIGH, C.: *Movement: "Enchantment" in the life of a child.*

Childhood Education, 56, 1979, No.2, pp.84-87.
3 photographs, 3 refs.

The authors discuss the function and importance of movement and dance with respect to satisfying the "inner" life of a child. Most motor education programmes are completely oriented on "physical development" and do not take into account any psychological and emotional aspects. Research findings may be applied to practice with the help of teachers only if they are convinced that they can enable a child to achieve a better performance and a higher standard of education. Motor and dance education helps a child to pass from the everyday world to a special world. Susanne Langer described man as a "symbolic being" who symbolically expresses his feelings in various forms of art (1957). In his book The Uses of Enchantment (1976) child psychologist Bruno Bettelheim presents evidence obtained on the basis of a special study designed to investigate a particular need in the life of a child - fantasy and imagination. He points out the important role played in a child's life by fairy tales by means of which the child looks for a solution of its own speculating which elements from the story may be implied to itself and to the inner conflicts taking place in the child's life. Bettelheim states that the value of the fairy tale often becomes lost if we do not provide the child with a sufficiently long time to think about the story. Movement and dance constitute unique means of stretching imagination and fantasy. Dance as a means of "enchantment" should become an integral part of children's motor education during adolescence. The author has developed a programme of dance as a means of discovering "fantasy and imagination". It contains four dimensions and is very extensive.

1. Movement as expression.
2. Movement as expansion.

3. Movement as imagination.
4. Movement as creation.

The author goes on to discuss the role played by the teacher in motor and dance education in kindergarten. Dance assumes a special importance for children - it represents an imaginary, illusory world of time, space and body. Children consider dance another form of expression although not all of them will find their "voice" as an expression through movement.

390. HRINOVÁ, D.: Spartakiádne pondelky. /Spartakiad Mondays./

Predškolská výchova, 34, 1979/1980, No.9, pp.248--249.
1 photograph.

The author describes her experience from practising a composition designed for junior pupils. Preparatory exercises focused on practising readiness, quick orientation, reinforcement of correct walking, running, dancing steps and a correct body posture. These preparatory exercises were followed by the actual practising of the composition in the gymnasium hall of a primary school. Initially, the training was very demanding for the children; they has to pay attention to the music, to respond to it, to change their stance, position, to pay attention to marks on the floor, to get their bearings quickly. The teachers' encouragement and appreciation helped the children overcome these difficulties.

391. YEFREMOVA, T.: Razvitiye osnovnykh vidov dvizheniy. /Developing basic movements./
Doshkolnoye vospitaniye, 1980, No.9, pp.18-23.

The author writes about her experience from working with the second junior group where children learn to walk, run, maintain balance, crawl, jump, throw. Occupations are based on play and tasks gradually become more demanding. The author has included in her article the examples of five occupations, specifying for each of them the main objectives, aids, contents and methodological instructions.

392. KISTYAKOVSKAYA, M.: Znacheniye dvigatelnoy deyatelnosti. /The importance of motor activities./
Doshkolnoye vospitaniye, 1980, No.12, pp.33-36.

Movement constitutes an important component of varied modes of activities. One group of movements is linked with cognitive activities, another with verbal, factual and productive activities. The need of movement is inborn in a child. It becomes reinforced with proper education and differentiated into more complicated and varied movements. In parallel with perfecting the motor sensation, the need arises in a child to perform increasingly more complicated movements. The introduction of new, unfamiliar elements pleases the child and encourages in it a desire for repetition. Preschool pedagogy attaches a great importance to sensory education. Insufficient attention, however, has so far been paid to questions related to the development of kinesthetic analyser in spite of the fact that the learning of various movements and positions is linked with intellectual activities.

The importance of physical exercise has been confirmed recently in conjunction with the training of cosmonauts. A great importance is attached to running which, however, has been underrated so far in the educational practice of preschool facilities. Instead of inciting children to running, they are rather discouraged. Both the theoretical and methodological literature deals insufficiently with the methods of developing independent motor activities in children. The author suggests the following: to develop in children not only motor activities adequately to their age, but also a need for them to develop in children moral and volitive qualities and positive mutual relationships; 2. to create favourable conditions for movement, to establish sports grounds with adequate equipment.

Especially beneficial are motor activities carried out outdoors (in a meadow, forest); 3. an adult should incite and supervise children's motor activities, especially encourage children's active attitudes and creativity, the ability to discover new motor tasks.

393. KOPCZYŃSKA-SIKORSKA, J.: Aktywność i rekreacja ruchowa dziecka a jego potrzeby psychofizyczne. /A child's activity and motor recreation and its psychophysical needs./

Wychowanie w przedszkolu, 33, 1980, No.4, pp.195-201.

1 table, 2 refs.

The need for physical exercise and motor recreation increases in preschool children, according to the statistics about health problems of preschool and school age children. The author analyses the causes of this aggravated situation and suggests some measures for improvement.

394. LESHKOVA, G.: Pedagogicheskaya otsenka deyatelnosti detey na fizkulturnom zanyatii. /Pedagogical evaluation of children's activities in physical education occupations./

Doshkolnoye vospitaniye, 1980, No.2, pp.36-37.

An analysis of 48 physical education occupations as well as an experimental study have made it possible to formulate conclusions concerning the effectiveness of evaluation of children's achievement.

A positive evaluation incites in children of all age groups interest in exercise, they wish to repeat it. The evaluation of movements, habits and behaviour in the exercise of junior pre-schoolers is effective if it is expressed in the form of a positive generalising statement, immediately during the exercise. The evaluation of the behaviour of five- to seven-year old children during the exercise should be addressed to all the children and, preferrably, at the end of an occupation. It should be positive (lack of discipline on the children's part is usually caused by a wrong organisation of the occupation). A positive evaluation without pointing out the mistakes will not help the children achieve a correct execution of the exercise. A negative evaluation will not result in the proper learning of the required exercises; in addition, it may evoke a dislike of the exercise. Such an evaluation will be most effective in overcoming problems as will contain an explanation of a difficult element and, simultaneously, will express confidence in the children's abilities.

395. LESKOVA, G.: *Pravila zapisi obshcherazvivayushchikh uprazhneniy.* /The rules of recording general development exercises./

Doshkolnoye vospitaniye, 1980, No.8, pp.20-23. 51 figs., 1 ref.

This is an instruction for recording exercises by using a terminology generally recognized in gymnastics. This terminology has been adapted for preschool age and approved by the methodological commission of the ministry of education of the U.S.S.R. The records should specify: 1. name of the exercise, 2. initial position, 3. direction and strength of movement, 4. how to perform the exercise, 5. succession of movements, 6. pace of movement, 7. how to breathe. The author has included in her article some examples of how to record several exercises designed for junior and preparatory classes.

396. NOTKINA, N.: *Vospityvat fizicheskoye kachestvo.* /Educating physical skills./

Doshkolnoye vospitaniye, 1980, No.12, pp.36-38.

The author informs about a pedagogical experiment designed to investigate which physical exercises developed skills such as strength, speed, endurance, adroitness. The subjects were children aged three to seven years. It was found that, as a result of physical exercise, the biggest increase in speed skills occurred in children aged five and six years, in dynamic endurance in the fifth year of age, in perseverance in static efforts in the seventh year; a maximum increase in the accuracy of performance was found in the preparatory class.

These facts pointed to the active development of strength, speed and endurance skills in six-year olds, coordination skills in seven-year olds. Three groups of six-year and seven-year old children were chosen. Two were experimental, one was a control group. The control group worked in compliance with the curriculum of educational work, special sets of exercises were selected for the experimental groups to develop those skills in individual age groups for which the highest potential had been discovered in the previous study. (The author has included in her article a demonstration of exercises designed for six-year olds.) It was found that positive changes had taken place in the development of individual indices in the control group, while in the experimental group a significant increase has been recorded for all indices.

397. PANKOV, V.: *Igry - estafety.* /Relay games./
Doshkolnoye vospitaniye, 1980, No.9, pp.13-17.
7 photographs.

Several tasks are being simultaneously tackled in relay games: perfection of basic movements, development of spatial orientation, education of courage, decisiveness, discipline, formation of skills such as adroitness, accuracy, speed, coordination. Competitive elements encourage interest in the game, enhance concentration, emotional and creative activity of children. With proper pedagogical guidance, these games contribute to the establishing of positive relationships among children.

A specific feature of these games is a continuous fulfilment of combined tasks; intensive motor activity alternates with moments of rest, while emotional activity remains at a high level.

An accurate execution of exercises had to be required at first, while demands on speed increased gradually. One set of tasks may be performed twice or three times, to be followed by modified variants. The teacher must plan the set of tasks carefully, put the apparatus in proper places to facilitate the smooth running of the game. It is important to divide children into well balanced teams. These games should be organized in the open.

In conclusion, the author describes some of these games, such as ´Don´t bring the skittles down´, ´Quick basketball players´, ´Which team will be back sooner?´.

398. POLONCOVÁ, M.: Cvičenie rodičov s deťmi. /Exercise of parents with children./

Predškolská výchova, 35, 1980/1981, No.1, pp.8-10.

For several years now the kindergarten in Modrá has organised exercise of parents with children, from November to March. The local pedagogical school has made its gymnasium hall available to the kindergarten, making it simultaneously possible for its students to learn the principles of supervising this form of physical education. Joint exercise with parents constitutes for children a source of joy and enrichment of their inner lives. Following each exercise session, they talk about experiences in the kindergarten. It has been proved that even the hurried present pace of living need not prevent parents from finding time to spend together with their children, to enhance their emotional and physical development.

399. PUSZCEWICZ, B. - SKŁAD, A.: Sposoby i metody kształtowania i oceny rozwoju psychomotorycznego w młodszym wieku szkolnym. /Techniques and methods of teaching and assessing psychomotor development at junior school age./

Wychowanie fizyczne i higiena szkolna, 28, 1980, pp.5-12.

12 photographs, 3 refs.

470

The authors describe some didactic forms of motor education (microgames and play), including tests designed to assess the psychomotor development of children.

400. RADEL, J.: Erstes Turnen und Spielen. Für Kinder vom ersten Lebensjahr bis in die Schulzeit. /Exercise and games for beginners. For children from their first year of life to school-going age./
Zurich, Orell Füssli Verlag 1980. 128 pages.
Reviewed in: Der Schweizerische Kindergarten, 70, 1980, No.11, pp.574-575.

The author suggests to parents how to organise exercise for children and adults in an interesting manner. The first section of the book deals with the first year of a child's life, the second with crèche and the third with preschool age. The last chapter "Rewards for a schoolboy, schoolgirl and a lazybones" is addressed to children. The book has been written on the basis of the author's personal experience of the exercise "Mother-Child-Exercise". It contains didactic and carefully structured instructions for effective exercise with children. It is supplemented by drawings and photographs.

401. REITMAYEROVÁ, M.: Tělesná výchova nejmladších cvičenců. /The physical education of the youngest gymnasts./

Základní a rekreační tělesná výchova, 25, 1980, No.2, p.22.

The author informs about the national seminar organized for selected instructors of the youngest pupils and for exercise of parents and children. It was held in Prague, 7th-12th December 1979. The objective of the seminar was to contribute on a national scale to an extension of knowledge in the field of didactics of the physical education of the youngest gymnasts.

402. SMIDLOVÁ, Z.: Efektivita tělovýchovného pr[illegible] /Effectiveness of the physical education process./

Predškolská výchova, 35, 1980/1981, No.4, pp.28--30.
6 figs.

It has been found that when children become involved in spontaneous motor activities outside school their performance level is much higher than that in organised physical education. This is why it is necessary to organise individual exercise sessions more effectively, to make use of every minute available for exercise to eliminate idle time and to keep all children occupied all the time. The author presents a review of all possible types of organisation of exercise sessions in kindergarten. This is the frontal method of instruction, a) exercise based on the same activity, b) exercise based on varied activities, c) supplementary exercise; exercise on floor marks; collective method of traning; exercise with a joint centre; exercise in streams; on-the-spot-exercise. The description is supplemented by schematic drawings.

403. SKOŘEPOVÁ, M.: Rodiče a děti. /Parents and children./

Základní a rekreační tělesná výchova, 25, 1980, No.11, p.14.

These are instructions for exercise of parents with children. The auther describes a physical education session held in a well-equipped gymnasium hall, divided into seven sections.

404. ŠEVČÍK, J.: Připravujeme se na spartakiádu. /Getting ready for the Spartakiad./

Predškolská výchova, 34, 1979/1980, No.9, pp.249--250.

1 photograph

The author informs about practising for performing a composition designed for parents and children. Over 600 pairs had trained in the district of Znojmo; over one third of the parents were fathers and grandfathers. They made use of the premises of 14 sports clubs and 26 kindergartens. The parents appreciated this arrangements, for the training sessions were held at the time when they used to come to pick up their children at the kindergarten. Once a week they stayed another hour and exercised together with their children.

405. SEMSONINA, V.: O ratsionalnoy organisatsii fisicheskogo vospitaniya. /On the rational organisation of physical education./

Doshkolnoye vospitaniye, 1980, No.9, pp.23-26.

The author writes about the experience of kindergarten looking for possible ways of extending children's stay outdoors and of filling it with interesting activities. Motor games are considered the most effective. The author describes two games to be played with several possible variations. These are physical education festivals held in the open under the title of "Welcome, Autumn!" and "Going to the Forest with a Golden Key". They are based on dramatization and competitive games.

406. WINTER, R.: Zum Problem der sensiblen und kritischen Phasen in der Kindheit und Jugend. /Concerning the problem of vulnerable and critical phases in childhood and adolescence./

Medizin und Sport, 20, 1980, No.4, pp.102-104.
9 refs.

The author discusses the problem of sports education viewed from the angle of ontogenetic aspects related to childhood and adolescence. He points to specific developmental phases favourable with respect to developing particular physical skills and abilities.

7.3 Health care aspects, daily routine

407. Är våra lekplatser farliga? /Are playgrounds really safe?/

Förskolan, 63, 1980, No.1, pp.9-10.
1 photograph.

Wooden climbing structures designed for playgrounds are usually painted with coatings containing arsenic and chromium. Children playing in the playgrouns inhale the vapour. The article recommends the prohibition of such paints and their substitution by safe coatings.

408. HLOUŠEK, Z.: Pasivní kouření a zdravotní stav dětí. /Passive smoking and children's state of health./

Děti a my, 10, 1980, No.2, p.2.

The number of active smokers is on the increase all over the world in spite of the fact that a close relationship between a number of diseases and health problems /cancer, asthma, cardiovascular diseases, ulcers/ has been corroborated. The increasing number of smoking women and school pupils is becoming a serious problem. A survey in Prague schools has found that 15-20% seventh- to ninth-graders smoke, 2.5 times more boys than girls, one to five or even more cigarettes a day. Every fifth boy or girl attending the ninth grade smokes. The researchers, however, consider a much more serious problem the so-called 'passive smoking', i.e. by a person staying in an environment polluted by smoke. If a non-smoker stays longer in such an environment, he or she will inhale such a quantity of smoke as is comparable with active smoking. Most parents-smokers do not realise the hazards of exposing their children to smoke. It is especially infants under twelve months of age that are very sensitive in this respect. They contract inflammations of the respiratory tract 2.5 times more often than infants in non-smoking families. The author goes on to discuss problems of premature births given by smoking mothers, as well as more frequent birth complications, lower birth weight of the baby, reduced immunity. The question is getting to the foreground in many countries in the world of how to protect the rights of non-smokers, both adults and children.

409. JIRÁŠEK, J.: Psychohygiena života dítěte. /Mental hygiene in the life of a child./

Děti a my, 10, 1980, No.1, pp.5-7.
3 photographs.

An influx of information combined with requirements placed on physical fitness and performance leads to an increasing amount of stress the human organism has to cope with. A lot of information strains not only the cognitive and intellectual constituent parts of the human organism. A challenging learning strongly affects the emotional experience (feelings of satisfaction, joy of learning). A continuous experiencing of failure in coping with increasing stress results in frustration affecting adversely mental /and physical hygiene. Increasing levels of noise, busy traffic, haste, restlessness, quicker pace of life, all this affects the life of the family and children who, however, should be protected from the growing challenges. The author goes on to discuss the problem of children's occupations. They are divided into the so-called spontaneous activities and imposed activities. The former are chosen by the child out of its own interest, it enjoys the activity and the learning of new things, they also offer a chance of active relaxation. Imposed activities are such as are set to the child, conducted according to a programme, an educator's design. By suitably alternating spontaneous and imposed activities, an educator is successful in developing the mental horizon and building up skills at preschool age. It is necessary to respect biorhythms in making demands on a child to respect its fluctuating performance in the course of the day - the same applies to mental functions) and to make use of the child's natural potential to achieve a better result with less effort. Another important factor to be taken into account in gradually increasing the demands on the child is the variation spectrum of characteristics existing in a group of children of the same age. There exist individual differences in development (some six-year-old children are not able to keep at a particular activity for 10-15 minutes, other children have a worse ability of concentration, etc.) pointing to individually different potential for meeting demands, even under good conditions of education and instruction. The author discusses the importance of family education for the formation in a child of an active stand to the challenges life will present it with, for building up a resistance to feelings of failure and dissatisfaction, anxiety over insurmountable challenges. The support of the family is also indispensable for the child in establishing social contacts. In the course of preschool age the child gradually grows out of the narrow circle of its family, into the broader social spheres of adults and children. It assumes its social roles, learns to understand the meaning of social relationships - will learn how to behave normally in social situations prevailing in everyday life. Examples of normal social behaviour patterns will facilitate the child to assume not only socially acceptable forms of external behaviour, but also the child´s normal experiencing of the social reality (for example, taking a relaxed stand to a conflict, failure). As regards mental hygiene, the model of correct behaviour presented by the family constitutes one of the most effective means of achieving the set up goals.

410. KOTRMANNOVÁ, J.: Zpráva o současném stavu zdravotní péče o cikánské děti v ČSR. /A report on the current state of health care of Gipsy children in C.S.R./

Československá pediatrie, 35, 1980, No.1, pp.41-43.

In addition to other data, the article presents figures on medical care provided to pregnant women and infants, children's placed in infant homes and crèches and preschool children.

411. MILEV, P.: *Zdravna profilaktika na detsata ot preduchilishtna vazrast.* /Medical prevention for preschool children./

Preduchilishtno vaspitanie, 28, 1980, No.3, pp.1-7.
1 photograph.

Children's attendance of preschool education facilities affects significantly their mental and physical development. It is important, therefore, to make it easy for the children to adapt quickly to the kindergarten routine. The author discusses the question of which factors play a primary role in this respect and which are only secondary. In addition to correct daily routine, they are hygiene, microclimate, cleanliness, modes of lighting, level of noise, etc.

412. O dětské gynekologii. /On children's gynaecology./
Děti a my, 10, 1980, No.4, pp.8-11.
3 photographs.

This is an interview with Dr Irena Krobová, head doctor in children's gynaecology in the teaching polyclinic in Prague 2, discussing the problem of women's diseases in early childhood and their consequences for infertility of women in their later lives. The discipline of children's gynaecology was founded in this country as the first in Europe. Regional surgeries have been in existence since 1967 in all national health service clinics in all regions. They examine and treat young patients; their main objective is prevention facilitating an early identification of deviations and treatment of disorders. The doctor goes on to describes the methods of examining young patients and to outline how a girl should take care of herself from the gynaecological point of view, including the most important principles of hygienic care of the "little woman" (proper cleaning after stools, they should not wear nylon knickers and put them on over their shoes, should wash regularly and carefully, change their knickers every day, have their own towel and face-cloth, they should not wear shorts instead of knickers). The doctor also mentions the problem of maintaining personal hygiene in camps, classes in the open, at school

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and the role of educators, instructors and teachers in supervising how gynaecological hygiene is observed. It is necessary to prevent injuries of girls' external reproductory organs (unsuitable chamber pots, falls on toys with sharp edges, playground climbing structures). The incidence and treatment of discharge (in infectious diseases of the urinary tract, general infections, after treatment by antibiotics, as a side-effect of scarlet fever, diarrhea, intestinal parasites, in allergic children) is also discussed. The doctor raises the problem of examination and treatment of girls going to eighth and ninth grades - - the introduction of preventive examinations is being considered. She mentions the importance of proper diet at this age, sufficient fluid intake, care of regular excretion and urination. She discusses problems encountered by adolescents and in adolescence, education to appropriate hygiene during menstruation, girls should be taught to keep records in their menstruation charts, they should be warned against premature pregnancy. The consequences of sexual abuse of girls under fifteen - - it affects adversely the psychosomatic development of the personality, the formation of character traits as well as the physiology of the girl. To enable a woman to be really happy once, we have to educate her from childhood so that, in due time, she may become able to experience her motherhood with happiness.

413. POUSETTE, M.: *Vart femte barn har allergiska besvärk.* /Every fifth child suffers from allergy./
Förskolan, 63, 1980, No.10, pp.16-17.

The article deals with various types of allergies in preschool children: beginning with allergy to particular meals, smells, detergents, to allergy to animals. Special conditions have to be set up for an allergic child, it has to be protected from the source of allergy; on the other hand, however, it should not be too isolated and rid of participation in everyday situations and games played by other children.

414. REHNLUND, S.: *Behandling av sårskador inom barnomsorgen.* /Treating skin injuries./
Förskolan, 63, 1980, No.3, pp.14-15.

This is a brief article dealing with the skin structure. The author suggests how to treat common types of injury - cuts, scratches, burns. In conclusion, he deals with infections and dog bites.

415. TEPLYUK, S.: *Osobennosti organizatsii rezhima detey rannego vozrasta v selskom doshkolnom uchrezhdenii.* /The specific features of organising young children's routine in a village preschool facility./

Doshkolnoye vospitaniye, 1980, No.7, pp.13-15.

The organization of the daily routine should not be conceived as fixed for once and ever, rather it should be approached in a creative manner. A specific daily routine should be arranged for each age group, taking into account the overall time children need to sleep in the course of 24 hours, how many times a child goes to sleep during the day and for how long, the number of meals and the keeping of regular intervals between them. Individual occupations and walks are introduced according to climatic and local conditions. As children grow up they gradually switch to the routine designed for older groups of children. This transition depends on the child's state of health, the level of its physical and neuromental development, its behaviour and age.

416. URBANSKAYA, O.: Rezhim i organizatsiya zhizni detey starshey gruppy. /Arranging the daily routine and life of children in the senior group./

Doshkolnoye vospitaniye, 1980, No.9, pp.26-30.

The author presents a demonstration of the daily routine designed for the senior group, containing not only children's activities and duties, but also those of the pedagogical and auxiliary staff.

Such an arrangement makes it possible both for the teachers and assistants to make a more rational use of the working hours, facilitates a comprehensive approach to children's education. The structure and content of the daily routine are uniform for all age groups, however, some specific features have to be respected, for example the extent of children's independence and self-service. A schematic diagram is used by the author to make a neat schedule of activities performed by the children, the teacher and the assistant between 7 a.m. and 7 p.m.

417. Vnimaniye letney osdorovitelnoy rabote. /Paying attention to summer recreational activities./
Doshkolnoye vospitaniye, 1980, No.6, pp.2-3.

Summer is the time most suitable for making a full use of natural conditions, such as sun, air and water, for children's recreation and fortification of their health. Their diet can be enriched by fresh fruit and vegetables, children can stay longer in the open. Supplementary funds are allocated to children's summer recreation. Summer recreational facilities are established for children, sometimes entire "small towns" are erected for them. Summer recreational events require a profound preparation on the part of the national education and health authorities, trade union organisations and kindergarten staff, irrespective of whether children travel to recreational facilities or stay in the place they live.

More demands are made on the responsibility of the educational staff, for they will have to look after the children day and night when staying in recreational facilities.

A great attention should be paid in summer to making children hardy. It has been proved that where special becoming-hardy procedures are used, children's morbidity rate drops by 10-15%. Children are able to observe changes taking place in nature in summer, work in the garden, collect natural artefacts; all this enriches eductional work with children. The results achieved during summer recreational care are evaluated at conferences organised by the national education authorities.

7.4 Becoming hardy

418. FAUQUET, A. - GUEGUEN, M.: Une expérience de natation à l'école maternelle. /Experience of swimming in kindergarten./

L'éducation enfantine, 1980, No.5, pp.11-15.

The article describes what a kindergarten headmistress had to do organise children´s swimming in a public swimming pool. Attention was focused on children´s psychological preparation for swimming. The authors describe individual lessons and use of various aids designed to make children familiar with water. The experience is evaluated from the viewpoint of benefit to children and demands on teachers. They analyze the prerequisites for such instruction and derive specifications concerning the quality of the swimming pool and aids. They recommend in conclusion to make it possible for all children attending senior classes in kindergarten to learn to swim.

419. IVANOVA, O. - TERENTYEVA, G.: O ratsionalnoy sisteme zakalivaniya. /A rational system of becoming hardy./

Doshkolnoye vospitaniye, 1980, No.7, pp.34-35.

A comprehensive system of becoming hardy includes, in addition to special forms, also forms of general hygiene. This is the temperature of air, children´s clothes, physical education. With the temperature of around 20-21°C children´s clothes should consist of two layers, with the temperature below 19°C another layer should be added. During a walk, with the ambient temperature of -3°to -8°C and with adequate movement, four layers of clothes will be sufficient. An important element in the system of becoming hardy are outdoor physical education sessions when gymnasts should wear lightweight sports garments (cf. Doshkolnoye vospitaniye 1979, No.8, p.49).

420. KOCHETOVA, L.: Vliyaniya sakalivaniya na snizheniya sabolevayemosti. /The effect of becoming hardy on the reduction in the morbidity rate./

Doshkolnoye vospitaniye, 1980, No.6, p.8.

The article presents the experience of a combined facility - crèche-kindergarten. Becoming-hardy procedures are performed throughout the year. Hot and cold water is alternately poured over the feet of two- to five-year-old children, while five- to seven-year olds take showers; the temperature of water is gradually taken down to 22°C. These procedures are supplemented by air baths and gymnastic sessions held twice a day, in the morning and after the afternoon rest, immediately before showering.
Parents were informed about the importance of becoming hardy and of physical education in general. They saw a demonstration of physical education occupations and some becoming-hardy procedures.
The morbidity rate of children is analyzed quarterly

and the methods and effectiveness of the becoming-hardy procedures are evaluated.

421. KOSTOV, T. - LUNA, M.: Zakalyavaneto v detskite gradini. /Becoming hardy in kindergarten./
Preduchilishtno vaspitanie, 28, 1980, No.7, pp.21--27.
1 photograph.

The authors deal with children's becoming hardy in relation to individual year's seasons and the ambient temperature outdoors and inside the kindergarten, appropriate children's clothes to be worn during gymnastic sessions, sports activities and during walks. They suggest the most effective procedures to be used in making children hardy.

422. KUČERA, M.: Otužování. /Becoming hardy./
Rodina a škola, 27, 1980, No.8, p.6.

The author discusses the principles and forms of adaptation used in making preschool children hardy. Becoming-hardy procedures making use of the benefits of water, sun and air should be performed gradually, in a relaxed manner, but regularly. A spontaneous act, such as showering with cold water, may damage the child not only physically, but mentally as well. The author recommends to wear dark glasses. Becoming-hardy procedures should be combined with the child's adequate motor activity, for it is one of the main factors of the healthy development of a child's organism.

7.5 Education to safety, traffic education

423. FILENKO, M.: Vnimaniye - deti! /Mind the children!/

Doshkolnoye vospitaniye, 1980, No.2, p.19.

The national education authorities devote a lot of attention to kindergarten teachers' training in the field of children's traffic education. A ten-lesson teacher course consisted of the following subjects: 1. Analysis of children's injuries in the streets, 2. Organization and planning of traffic education, 3. Familiarization of children with traffic signs, 4. Familiarization of children with lights controlling traffic, 5. Duties of persons participating in traffic and basic rules of conduct, 6. Experience from traffic education in individual Union republics and abroad; putting this experience into practice.
Traffic playgrounds have been established in many

kindergartens. Kindergarten methodological centres keep stocks of demonstration and audiovisual aids to be used in traffic education. Traffic education is a constituent part of children´s familiarisation with their surroundings, of art education, walks, games. Parents are asked to contribute to the traffic education of their children.

424. HAVLÍK, K.: Dítě na silnici. /The child and the road./

Rodina a škola, 27, 1980, No.2, p.3.

The author discusses some pedagogical and psychological aspects of education to discipline in traffic. To be effective, traffic education must follow the principles of educational psychology. Primarily, it should respect children´s specific individual features, related to age as well. The author presents in his article some conclusions reached by Swedish researchers confirming that preschool children are not sufficiently mature to understand the meaning of traffic safety regulations. The researchers discovered that the suggestions given to children were not understood as the teachers had expected. Children remembered such instructions in accordance with their own intellectual maturity, ability to perceive correctly, to express themselves in compliance with the degree of social and emotional maturity they had reached.

425. MAZÁČOVÁ, A.: Branná motivace v dětské hře. /Defense motivation in children´s play./

Predškolská výchova, 34, 1979/1980, No.6, pp.162-165.

This is an excerpt from a pedagogical reading. Creative games constitute a versatile means of defense education. They help to practise defense skills, reinforce knowledge important to meet the objectives of defense education, help to reinforce emotional experiences, to train organization abilities, to establish and reinforce friendly relations among children. These are games developed on the basis of an experience, observation, narration by the teacher (to play the doctor, fire brigade, soldiers, etc.). Children even begin to play spontaneously on seeing a particular film. Such games have to be watched to be developed in the desirable direction. Children project into the play what has made an impression on them, however, they are not able to assess the motives of individual characters. The emotional experience is decisive in play containing defense elements. An admiration of persons children play the part of motivates them to express their positive attitude, to bring their roles as close as possible to reality.

426. MAZÁČOVÁ, A.: Branná motivace v dětské hře. 2. část. /Defence motivation in children's play. Part 2./

Predškolská výchova, 34, 1979/1980, No.7, pp.182--183.

This is the pedagogical reading continued. - Quick-wittedness, quick response, logical thinking, ability to make a decision quickly, combinatory skills, these are all qualities and abilities that come in useful in extraordinary situations and peaceful life. They can be successfully fostered and developed through didactic games. The specialised literature has described a number of didactic games. The teacher can modify the rules or to use the rules from a specific game and to change its content. Defense education entails the training of sensory perception. The author describes some games that have proved useful in practice and popular with children. These are games designed to train hearing, visual, tactile, smell and taste perception, the ability of self-control. Logical thinking plays an important role in defense education. The author describes some games of the type of "What would happen if ..", "What would you do if ....". She illustrates that these games may be of a humorous nature. It is important to educate in children the ability to apply the skills, knowledge and habits acquired through didactic games to practical life and under any circumstances. The teacher tests this ability and practises it by introducing elements of didactic games into subject-oriented games and into defense games when staying outdoors.

427. MAZÁČOVÁ, A.: Branná motivace v dětské hře. /Defense motivation in children's play./

Predškolská výchova, 34, 1979/1980, No.8, pp.215--218.

This is the third continuation of the pedagogical reading. All motor games are designed to practise defense abilities and skills. Games with simple rules are chosen initially; when children have learned them perfectly, more difficult rules are introduced making the game more complicated. The grading of difficulty is indispensable. It fortifies a child's will, discipline and courage. The author goes on to describe games designed to practise self-control, courage, collectivist attitudes.

Games containing defense elements are included into the daily routine throughout the day, especially in the morning when children start coming to the kindergarten and when they stay outdoors.

428. VASILEVA, Ts.: Uchim pravila bezopasnosti. /Teaching safety rules./

Doshkolnoye vospitaniye, 1980, No.2, pp.65-66.

Traffic education should incite interest and attention in children, a wish to learn how to behave safely. Creative and didactic games with traffic subjects are especially suitable in this respect. The first step in a conscious learning of how to behave safely in the street is to discuss with children their ideas of traffic and their own experience from it, to be followed by a discussion meeting with the teacher and members of the traffic police. The third step is the formation of a conscious attitude to the observance of the traffic code. It is also possible to use a work of fiction, to use pictures and other demonstration material to analyze various traffic situations with children. Children are gradually guided to realise how to behave in the street, responsibility for their own behaviour is formed in them, they learn self-control.

7.6 Essentials of sports activities

429. DMITRUK, M.: Schastlivogo plavaniya! /Have a nice swim!/

Semya i shkola, 1980, No.9, pp.43-44.
5 photographs.

The author informs about instruction in swimming of infants at the 53rd polyclinic in Moscow. Parents are instructed by the nurse and paediatricians how to progress with their infants on their own at home. This approach is based on the theory that the swimming reflex is inborn in man. It is preserved in infants till three months of age and, if not developed, it is extinguished. The objective of teaching infants to swim is to fortify their health and to provide them with a quantity of positive emotions. Prior to swimming, the nurse massages the infant's thorax. Initially, the infant is placed on water while its head is being held up. Later, the infant will keep itself on the surface by means of a special propping cap. It makes reflex motions. In the following phase it will be able to stay on the surface of water of its own accord and, on submerging, it will make reflex motions to get up to the surface. The temperature of water is gradually taken down to 25° C. The benefits of swimming show in an enlarged thorax cage; on the average, it is 1.5 cm bigger than that of infants that do not swim. The morbidity rate of the swimming infants is lower, as well.

430. GRISHIN, V.: *Igry s myachom i raketkoy.* /Games using a ball and a racket./

Doshkolnoye vospitaniye, 1980, No.5, pp.39-41.

The author describes games suitable for senior and preparatory kindergarten classes. They are designed to practise the skills to hit a moving target, to develop the skill to hand over a ball, to develop the accuracy and speed of motions, to strike a ball with a racket. He specifies the objective and methods to be used for each game.

431. KUČERA, M.: *Kdy začít se sportem?* /When to start with sport?/

Rodina a škola, *27*, 1980, No.12, p.11.

The author discusses the problem of winter sport activities of children of preschool and junior school ages. Up to about ten years of age a child needs, with respect to its wholesome development, general motor stimulation, not a one-sided stressing of only one part of the organism by training. A preschool child may go in for winter sports, but only when its organism is mature enough to cope with them. Children under three should not ski or skate. We must never force children to ski or skate, such movement must become a need, joy and entertainment for them. A child under six should not toboggan on its own. The author of the article mentions, from his medical practice, examples of fractures of vertebrae caused by children's tobogganing.

432. PAVLUTINA, L.: Obucheniye starshikh doshkolnikov khodbe na lyzhakh. /Teaching skiing to older pre-school-age children./

Doshkolnoye vospitaniye, 1980, No.12, pp.25-29.

This is a detailed description of skiing instruction. When the weather permitted it, children learned to ski during their staying outdoors in the kindergarten garden three to four times a week, in the form of an occupation; when necessary, some children were taught individually. The time of the occupation was gradually prolonged to forty minutes. During their afternoon walk children were also allowed to choose skiing.
By the end of the second year, children had become able to make skiing excursions to a nearby forest without becoming tired, they skied down the slope, played sports games. Skiing had broadened the children's horizons, contributed to the developing of their physical and volitive abilities.
The author includes a plan comprising 12 lessons for the first year, seven for the second, a synopsis of an occupation and excursions to the forest.

433. PETZLOVÁ, L.: Pořadová v hodině nejmladších dětí. /Callisthenics sessions with the youngest children./

Základní a rekreační tělesná výchova, 25, 1980, No.7, pp.15-16.
10 figs.

The author describes her experience from practising callisthenic exercises, including games and competitions designed to practise callisthenics by parents and children.

434. ŠČIBRANYOVÁ, H.: Oboznamovanie s vodou ako predplavecká príprava. /Familiarization with water in preparation for swimming./

Predškolská výchova, 34, 1979/1980, No.11, pp.304-305.
7 refs.

Various forms of children´s familiarization with water adapt them to a new kind of environment, make them hardy, develop their motor skills, courage and form in them a positive attitude to water. As early as toddler age, children can play with water in various ways, they wash their toys, pour water from one container into another; this also makes it possible for them to learn the physical properties of water. It is in summer, however, that children are able to make the best use of water in the garden where they have miniature swimming pools. Preparation for swimming is in the form of play. Children play with toys near water, in shallow water, play circle games in water, splash around, sit on the bottom of the swimming pool, crawl, shower, play water polo, practise breathing into water, diving into shallow water, plunging. The kindergarten staff must see to it that children should not get cold and that they should enjoy their activities in water.

435. VORONTSOV, A.: Nauchim malyshey plavat. /Let us teach the young ones to swimm./

Semya i shkola, 1980, No.5, pp.58-59. Continued. 4 figs.

The author suggests how to prepare children aged three to five for swimming instruction. Swimming should become a source of joy to a child. Some habits make it easier for a child to get familiar with water and they may be practised at home even out of season. Children of this age are active, but they are not able to retain their concentration for a longer time. This is why exercises should be changed and alternate with play. Exercises should be demonstrated first and it is recommended to practise them together with children. The author describes in detail exercises designed to learn how to breathe properly they may be included into the morning exercise), exercises teaching children to become aware of and to control the position of their body, exercises designed to teach the basic motions of swimming as well as exercises helping children to get used to water.

436. VORONTSOV, A.: Nauchim malyshey plavat. /Let us teach the young ones to swim./

Semya i shkola, 1980, No.6, pp.58-59. Finished.

Bathing outdoors may be started with the temperature of water at 18°C. At first, children should not stay in water longer than ten to twelve minutes. Aids are not recommended (a hoop, etc.). Only when teaching how to improve the motions of the legs is it possible to use a board to support the hands. The author includes in his article five sets of exercises designed to practise swimming. Each set should be repeated in two to three occupations.

437. VYBOROVA, O.: Obucheniye detey plavaniyu v zakrytom basseyne. /Teaching children to swim in an indoor swimming pool./

Dohskolnoye vospitaniye, 1980, No.6, pp.14-17.

After a swimming pool had been built in the combined facility creche-kindergarten, its staff set to themselves the objective of teaching children to manage to stay on the surface of water, laying thus the foundations for further instruction in swimming and making use of swimming to fortify children´s health and to contribute to their wholesome physical development. Initially, children familiarised themselves with the pool and the other facilities (changing rooms, showers) and the teacher explained to them what they were going to do and how they should behave on the premises. They were divided into groups consisting of seven children. While one group was practising in the pool, the other was getting ready in the showers. In addition to its importance for children´s physical and motor development, swimming also influences the development of such moral characteristics as self--control, courage, decisiveness, reliance on one´s own resources. The teacher had developed sets of occupations to be practised in the pool using a quantity of play elements to encourage children´s interest in swimming. The author included in her article these games and sets of exercises developed specifically for individual age groups.

8. SOCIAL AND EMOTIONAL DEVELOPMENT, MORAL EDUCATION

438. Le attività educative nella sezione dei piccoli.

/Educational activities in sections for the youngest children./

Scuola materna, 67, 1980, No.17, pp.1093-1132.
24 photographs, 12 figs.

These are several chapters selected from the volume "Les moins de 4 and à l'école maternelle" from Pédagogie de la section des petits, edited by E.Brulé, Paris, Bourrelier et Colin. The translation into Italian is being prepared by the Italian publishing house Scuola. The individual chapters deal with motor education, rhytmic education, modelling, teaching of hygienic and practical habits, they suggest how to make use of wood and paper in art sessions, of puppet theatre and photographs in education.

439. BURE, R.S. - OSTROVSKAYA, L.F.: Vospitatel i deti. /The educator and children./

Moscow, Prosveshcheniye 1979.
Reviewed by: Mateyeva, A. - Gurovich, L. Shcherbakova, Ye.: Nekotoryye aspekty pedagogicheskogo obucheniya.
Doshkolnoye vospitaniye, 1980, No.1, pp.74-78.

The publication deals with the potential of the daily routine in kindergarten with respect for children's moral education; it lays emphasis on the consistency and continuity of this process and the leading role played by the educator. It consists of the following chapters: Education is a continuous process. From morning till evening. Fill the days with an interesting content. How to develop children's interests. Educate in children a love of work. Education of collectivists. Cultured behaviour is a reflection of education. The publication discusses in detail and illustrates how to apply to practice the objectives and tasks defined in the curriculum of educational work. It is designed for kindergarten teachers, but may be used also as handbook for pedagogical schools.

440. COKOVÁ, H.: Mravná a citová výchova ako základ výchovy k rodičovstvu. /Moral and emotional education as a basis of education to parenthood./

Predškolská výchova, 35, 1980/1981, No.4, pp.5-6.

It is the primary objective of moral and emotional education at preschool age to protect the child from emotional deprivation. Negative emotions dampen the child's perceptiveness, hamper its activity. The child should not only experience emotions, but it should also respond to them. to turn them into deeds. When the child's emotional needs are not filled, a conflict will arise between the child and its environment. One of the important tasks to be filled by preschool education is to form a correct attitude in the child towards the people surrounding it, to teach the child how to establish appropriate interpersonal relationships; to guide the child to gradually overcome the contradition between emotions related to oneself and emotions towards a collective. Wholesome self-confidence enables a person to overcome more easily the problems he or she may encounter in life. On the other hand, the child's self-confidence should not grow into an attitude of pressing for one's own interests and into egocentrism. The child should gradually learn the limits of what it may do, it should learn to control its spontaneous wishes.

441. FOMINA, M.: God thetvyortyi. /The fourth year./
Semya i shkola, 1980, No.1, pp.35-37.
3 figs.

This is the continuation of a mother's diary. The first three years of the child's life were described in the preceding volumes of the journal. She called the third year a year of caprices and great fantasy. She illustrates it on a story she used to guide the child towards learning to assess its behaviour. A significant change occurred in the course of the fourth year. The child willingly did all that its mother asked it to do. It obeyed, was sweet and required it from everybody around to be kind and to smile. It did not hesitate to express its love of its mother. It kept asking for the company of other children. When negative changes in the child's behaviour reappeared, the mother reviewed her approach to the child. She realised that she had been imposing its will on it even where the child had become able to control its behaviour independently. When a mother uses a tactical approach, these manifestations do not last long. Nevertheless, there occurs a clash of two conflicting attitudes in the child. It wants to obey, to be like its mother, however, the spirit of contradiction is still very strong in it.

442. IVANOVÁ, L.: Citová výchova v útlém dětství. /Emotional education in early childhood./

Zdravotnická pracovnice, 30, 1980, No.9, pp.534-537.

2 photographs

The basic characteristic traits of human personality are formed, in essence, in early childhood. Parental guidance, especially quality mother care, is indispensable in this respect. The mother satisfies the child's physical needs, developing simultaneously its emotions and by achieving a positive affective frame of mind she stimulates the child's intellect, as well. The father's role in the first years of a child's life is to provide protection and security and a feeling of safety to the mother which she, in turn, transfers onto the child. A child needs patterns for its development. It finds them in its siblings when there are more children in the family. The children's collective in educational facilities supplements the role of the family and makes it possible for children to develop properly and to establish social relations. The objective of education is to socialise a child gradually and to guide it to respect what socially and emotionally adult persons prefer as desirable and necessary. When adults present a positive pattern to the child, it will gradually learn to assess and control its behaviour and to feel responsibility for it.

443. KAPLAN, L.I.: Poseyesh privychku - pozhnesh kharakter. /If you sow a habit you will harvest a characteristic./ 2nd revised edition.

Moscow, Prosveshcheniye 1980. 95 pages.
Reviewed in: Doshkolnoye vospitaniye, 1980, No.9,
p.49.

The author discusses the general laws govering the formation of habits and customs in children, explains methods used in fostering positive and preventing negative habits in the individual stages of the preschool age.

The publication comprises the introductory section entitled "Together with the Family" and the following chapters: Education of habits and customs in preschoolers, The first year of life - first achievements in mastering habits and customs, The second and third years of life - the child becomes independent, Habits and customs of children from three to seven years of age, What should a future school pupil know.

444. LEHNEMANN-BRIESCHKE, H.: Konfliktursachen und Konfliktbewältigung im Kindergarten. /What causes conflicts and their overcoming in kindergarten./

Fellbach, Verlag Adolf Bons GmbH 1980.
Reviewed in: Der Schweizerische Kindergarten, 70,
1980, Nos.7-8, p.391.

The author states that conflicts need not result only in negative effects, but that they may also have favourable effects, they may stimulate. Conflicts may be caused by family problems (housing problems, divorce of the parents, suppressing of the child's needs), problems in its surroundings (lack of playgrounds), in kindergarten (small rooms, too numerous groups, lack of individualised approach to the child, restricting its independence and need of movement). If the child's basic needs are satisfied, many causes of conflicts will be eliminated. The author suggests how to prepare children to cope with conflicts: to develop their intelligence, thinking, language, their social development, imagination and creativity, to create a relaxed atmosphere in kindergarten.

445. RUTMAN, E.: Sila radosti. /The power of joy./ Semya i shkola, 1980, No.1, pp.25-28.

The author recalls the experiments of American scientists with monkeys (an artificial mother, etc.). He points to the importance of the system of skin feelings (tactile) and kinesthetic ones. These feelings, especially in early childhood, may become a source of satisfaction and the initial emotional responses of an infant depend on them. Their affective importance will be the more powerful, the stronger was the initial satisfaction of the infant (agreeable feelings caused by the mother's warm body, by hugging). An affection towards its mother helps the infant overcome its anxiety of the new and to get to know the surrounding world. The interaction between the mother and the infant during feeding is called initial dialogue and it is as important as the feeding itself. Comparisons of children growing up in children's homes with children growing up in their families demonstrated retarded development in children from the children's homes, yet within the norm. On the other hand, aggressivity was observed only in some children from the children's homes. Soviet researchers have discovered that a simple massage of an infant may contribute to its over-all development. Children who have been unable to move because of illness alternate states of depression with manifestations of fury and aggression.

The author presents evidence to back the statement that lack of love and tenderness in early childhood are often the reasons why a person is later, in adulthood, not able to adjust himself or herself to the sociaty and perpetrates anti-social deeds. He mentions the study of an American psychologist who has investigated 49 ethnic groups. Where tradition enables an infant sufficient interaction with its mother, adults are peaceful persons. Where adults leave children in early childhood, they manifest aggressivity later in adulthood. An inclination to alcoholism and drug addiction has been proved in individuals whose mothers did not give them love and tenderness. A person's development, however, is influenced by a number of factors, especially social ones. This is why the author of the article does not share the optimism of American authors who see in maternal interaction and love a remedy for aggressivity; it is only one of a number of important prerequisites of man's harmonious development. We find evidence in the literature and biographies of outstanding personalities that a happy childhood enormously influences the development of personality.

446. RŮŽIČKA, J.: Zásady slovního kontaktu s dětmi. /The principles of verbal contact with children./ Predškolská výchova, 34, 1979/1980, No.8, pp.210-214.

The author has developed the principles of verbal contact with children on the basis of the study of Czechoslovak and foreign sources. He explains them in detail and illustrates them on examples. They are intended as everyday use aids for family and collective education. They are the following principles: 1. An educator should issue his or her instructions in affirmative, not negative form. 2. If you are giving a child a chance of free choice do it only when you actually mean it. 3. The voice is an educational tool. Use such a volume and tuning of words as would imbue the child with a feeling of security, safety and trust. 4. If you want a child to change its behaviour or attitudes, avoid manners that would humiliate the child and harm its self-respect. Do not ever call its behaviour bad, naughty, etc. 5. If you want to incite or enhance an interest in a thing, activity or if you want to change an attitude of the child do not do it by comparing it with other children. Do not incite competition among children. 6. If you want to change a child´s behaviour try to do it in such a way as would make your intentions identical with or close to the child´s needs and interests. 7. In order to make your influencing a child effective, you must choose the right moment for it.

147. RŮŽIČKA, J.: Zásady správného zacházení s dětmi. 2.část. /The principles of correct handling of children. Part 2./

Predškolská výchova, 34, 1979/1980, No.9, pp.238--241.

In the continuation of his article the author discusses the principles of correct handling of children. He again elaborates on them in detail and supplements them by examples. 1. Give children complete freedom of creative expression. Do not ask of children to imitate you. 2. Give as little help to children as possible if possibilities and conditions have been made available for the maximum growth and development of their own activity. On the other hand, help them if they need your assistance. 3. Reinforce your control and requirements by rewards. The biggest reward will be your interest, attention, gratefulness, acknowledgement. 4. Problems should be prevented. To cope with problems is more difficult and less effective. 5. If you must resort to restrictions, define them quite clearly. The restrinctions, however, must be in keeping with chidlren's potential. 6. Handle children with care, but do not be afraid of movement, action and courage. 7. Children's health should constitute the primary goal.

448. SAKSONOVA, I.: Vospitatel i nravstvennoye razvitiye detey. /An educator and the moral development of children./

Doshkolnoye vospitaniye, 1980, No.11, pp.46-49.

The author illustrates on examples the style of work of teacher Z.I. She does not present to children hard-and-fast rules, on the contrary, she incites children to try to discover them on their own. To make it easier for children to switch from a knowledge of rules and norms to action and deeds, she shows them how to apply these norms in practice: how they should behave towards other people, what to do in various situations. She requires from parents to encourage and develop in their children the concepts they acquire in kindergarten and to create such conditions at home as would facilitate the children´s making use of them.

449. ŠTĚGNEROVÁ, K.: V mateřské škole se utvářejí základy osobnosti dítěte. /Kindergarten lays the foundations of a child´s personality./

Predškolská výchova, 34, 1979/1980, No.12, pp.327--329.

A teacher describes her experience, illustrated on practical examples of children´s education in the field of learning how to live and work in a collective, formation of basic work habits and fostering respect for the work of the children's parents and that of other people, education to frugality, formation and reinforcement of positive character traits, patriotic and internationalist education.

450. ŠTĚPÁNOVÁ, P.: Individuální přístup k nejmenším dětem. /An individualised approach to the youngest children./

Předškolská výchova, 35, 1980/1981, No.2, pp.7-10.

The term 'individualised approach' expresses the efforts to avoid problems inherent to care in facilities for children and to alleviate the risks to which individuals educated in such facilities are being exposed to. The risks are bigger the younger the children and the longer they stay in these facilities. The individual needs of these children are unreservedly recognized, yet in practice we often come across attitudes concerning discipline and obedience based not on the criterion of benefit to individuals, rather an outwardly orderly group. The individual needs and specificities of individual children differ. They become active according to the momentary constellation of external and internal conditions so that children of the same age living in the same group have not the same needs at the same time. A young child cannot clearly express its needs and adults cannot therefore understand their behaviour. A child that has been misunderstood suffers and this reflects in difficult and disturbed behaviour, disobedience.

Even a carefully drawnup daily routine may become a source of excessive stress. Each child lives at its own pace, it has its own measure of tolerance to stress.

This is why even within the fixed daily routine the children's individual needs should be respected. The author recommends joint meetings of crèche nurses, psychologists and doctors to analyse and supplement the knowledge of individual children. Sometimes it is possoble to find a suitable educational procedure or to make a change in the organisation from which all the children will benefit.

451. TITARENKO, T.: Vliyaniye nravstvennykh predstavleniy doshkolnikov na povedeniye. /The effects of preschoolers' moral concepts on their behaviour./

Doshkolnoye vospitaniye, 1980, No.10, pp.32-34.

A preschooler usually familiarizes himself or herself with the system of moral principles in the form of moral concepts. A child's behaviour, however, will be affected by them only if they are associated in the child's experience with an emotional attitude to moral situations. The author presents the result of a study based on the theory that the effects of moral concepts are determined by their emotional charge, the strength of the emotional foundation. The experiment has discovered the following stages in the development of children's emotional attitudes in situations when they had to act according to moral principles:

An evaluation of a specific behaviour on the basis of a principle (good, bad). This evaluation contains an emotional element, yet insufficiently expressed.

An evaluation of the state of a person who has found himself or herself in a difficult situation. It requires to feel sympathy towards the person who needs help. The child is able to imagine oneself in the place of the other person, its behaviour is subordinated to moral principles.

An evaluation with a prediction of possible consequences, further culmination of the situation. The emotional element reflects in the effort to predict, encourages the completion of a moral action.

The results of the experiment have made it possible to formulate some recommendations focused on increasing the effectiveness of children's moral concepts. A lot depends on the manner in which an adult expresses his or her attitude to a child's behaviour. It is desirable that his or her evaluation should be rich in emotions, a mere tone, intonation or gesture are not sufficient. Requests not expressing an emotional attitude leave a child indifferent. An educator should help a child in evaluating emotionally the state of its peers; to point to the child the state another person finds himself or herself in, to teach the child to see and understand the experiences of other people, to feel for them, to predict the consequences of one's behaviour. Thus the educator will gradually lead the child towards the third stage in the development of emotional attitudes, to evaluation with prediction.

452. Vospitaniye nravstvennykh chuvstv doshkolnikov.
/Education to moral emotions in older preschool age children./
Edited by A.M.Vinogradova.
Moscow, Prosveshcheniye 1980. 233 pages.
Reviewed by: Chanova, I.
Doshkolnoye vospitaniye, 1980, No.12, p.72.

This is a methodological handbook for teachers prepared by several authors. It deals with the methodology of education of moral emotions, such as respect for man, patriotism, a positive attitude to activities, especially to work and learning. It consists of the following chapters: Formation of emotions and ethical concepts, Works of fiction as a means of moral education, Education to a positive attitude to learning. The methodological sections are supplemented by practical examples.

8.1 Socialisation

453. Development and prediction of children´s sociability from 1 to 2 1/2 years.

Developmental Psychology, 16, 1980, No.4, pp.290--302.
5 tables, 50 refs.

The study investigated the development and prediction of sociability in children aged twelve to thirty months. The main objectives of the experiment were to find the specific patterns of children´s social behaviour to serve as indices of sociability at this age, to find the universal degree of children´s sociability in relation to various social objects and in various social situations and to investigate developmental changes in children´s sociability at this age. Natural and standardised situations were used to observe and record interactions of sixty children with their mothers and with a strange woman at 12, 18, 24 and 30 months of the children´s lives. In addition, three sets of variables were assessed facilitating prediction of the development of sociability: 1. the child's cognitive abilities; 2. the mother's characteristics and behaviour; 3. the child's contacts with other persons. An analysis of the recorded behaviour indicates that the most adequate index of sociability at this age was a complex of smiles, vocalising to the other person and playing with the other person. When the mother and the strange woman behaved in a similar manner, the manifestations of sociability of the child towards them were similar, too. Sociability towards the mother had developed sooner than sociability towards the strange woman. Sociability towards the mother was not connected with a physical contact with the mother at all four age levels; on the other hand, sociability towards the strange woman was connected with a physical contact with this woman throughout the whole experiment. Sociability towards the mother was more closely related to the mother's behaviour than sociability towards the strange woman; it was associated with care by other persons rather than with care by the parents. Sociability towards both the mother and the strange woman was in a positive relation to the child's cognitive abilities; on the other hand, it was not related to the intelligence and socio-economic status of the mother and to the child's interaction with physical objects.

454. GASIOR, H.: Propedeutyczne uspołecznianie dzieci okresu wczesnoszkolnego w procesie gier i zabaw. /Propaedeutic socialization of children of an early school age in the process of play and games./

Chowanna, 24, 1980, No.3, pp.288-293.
18 refs.

The author deals with the role of games and play in the education of children going from first to third grades. He classifies various types of games and play (illusory games, creative and constructive, locomotive, etc.). A survey was undertaken by the Pedagogical Institute at the Silesian University to investigate the importance of play for the socialisation of first to third graders. It investigated 865 children from 300 classrooms in schools in Katowice and Chorzow. The method used was a diagnostic probe involving the technique of the participants' observations, visits of didactic and extracurricular events, didactic tests, pedagogical experiments and comparative statistical analysis. The survey took three years (1976-1979).

455. GURALNICK, M.J.: Social interactions among preschool children.

Exceptional Children, 46, 1980, No.4, pp.248-253.
4 charts, 11 refs.

The study focused on obtaining data on the potential advantages of integration. It investigated the nature and extent of social interactions among preschool children at various levels of development. The researchers observed, in the course of two time periods, lightly, mildly and seriously handicapped children during free play, including their communicative and parallel interactions during play. The results indicated the following:

a) normal and lightly handicapped children were in mutual interactions more often than expected in view of their possibilities, and both groups were in mutual interactions with mildly and seriously handicapped children much less frequently than expected;
b) mildly and seriously handicapped children were in mutual interactions with the four developmental groups, as expected;
c) whenever this pattern changed in the course of time, it reflected in differences mentioned in the first section.

Thirty-seven children took part in the experiment, enrolled in an integrated preschool programme, aged four to six years. They were divided into four developmental groups (12 normal children, 9 lightly handicapped, 11 seriously handicapped and 5 mildly handicapped). They were categorised into groups on the basis of the results achieved in standardised developmental tests and their use of expressive language. The results were obtained by observing the children in morning occupations during free play in the classroom. The teachers were asked to observe various aspects of functional play and to encourage interaction and constructive play of children at different levels of development. Each of the thirty-seven children was observed for four minutes (10 seconds to observe the child and 5 seconds to record the observation). Four records were made for each child in two time periods. Three qualified persons recorded the course of play separately for each child . To determine the frequency and nature of the communicative abilities of different children, special categories had been selected for positive and negative motor or mimic communications and for positive or negative or verbal communications. The article is concluded by an analysis of the data obtained and a description and general evaluation of the experiment.

456. JONES, D.C. - RICKEL, A.U. - SMITH, R.L.: *Maternal child-rearing practices and social problem-solving strategies among preschoolers.*

Developmental psychology, *16*, 1980, No.3, pp.241-242.

7 refs.

The study investigated the correlations between maternal child-rearing practices and the mothers education on the one hand and between social problem-solving strategies among preschoolers on the other hand. The researchers investigated 72 preschoolers (average age 4 years 7 moths) and their mothers. They used a questionnaire to explore the two main dimensions of maternal child-rearing practices:

1. the mother's restrictive attitude to the child;
2. the mother's loving and caring attitude to the child. By means of a series of stories in which the child was asked to solve for the hero problems of interpersonal relations the researchers explored strategies used by children in social problem-solving; they identified nine different problem-solving strategies used in solving problems with peers and the mother.

The research results indicate that maternal child--rearing practices and the level of the mother's education are in correlation with the strategies used by children in social problem-solving. Restrictive maternal practices were in a positive correlation to the child's strategy of avoiding problem-solving with the mother by escaping; they were in a negative correlation to the child's strategy of appeasing the mother by appealing to her emotions. Loving and caring maternal practices were in a negative correlation to the child's relying on an authority in problem-solving. A higher level of the mother's education was in a positive correlation to the child's strategy of not insisting on the satisfaction of its needs in a conflict with its peer. The mother's education was in a positive correlation to maternal loving and caring practices and in a negative correlation to restrictive maternal practices.

457. KAKACHEVA, T. - DERNEVA, M.: Rolyata na igrovata i trudovata deynost za sotsialno-nravstvenoto formirane na detsata. /The role of play and work in the social and moral formation of children./

Preduchilishtno vazpitanie, 28, 1980, No.9, pp.5--12.
6 refs.

The author discuss the importance of play and work for the socialization of a child's peronality which will develop properly only if children's activities are well organised. They present the results of a survey conducted in a kindergarten, inferring some conclusions.

458. MATĚJČEK, Z.: Dítě mezi dětmi. /A child among children./

Rodina a škola, 27, 1980, No.1, p.6.

The author mentions in his article children difficult to adjust to a children's group. Instead of being active, they become quiet, withdrawn, self-conscious and depressed. Such children should not be introduced into a group too forcefully and suddenly. Help and remedy lie in the hands of teachers and other educators working with groups of preschoolers. The most suitable procedure is the so-called training to become socially hardy. A shy and anxious child should get to know its peers at home where it feels at ease. Only after a shy and self-conscious child gains more self-confidence is it possible to introduce it to a larger company. A significant difference may be observed in the social maturity of boys and girls at preschool age. Girls are usually more mature, they show more initiative in becoming involved in a collective, they are less timid, cooperate better - and it is therefore easier for them to attract attention and favours from adults. These discoveries indicate that it is mostly boys that will need tactfull help and guidance at this age.

459. NOVÁK, T.: Vědomí vlastní ceny. /An awareness of one's worthiness./

Rodina a škola, 27, 1980, No.6, p.1.

Self-confidence is gained through a number of contacts with other people. Its initial formation is primarily influenced by the style of family education. A strict, authoritative control which does not provide any scope for the child to assert itself will usually result in the child's underrating intself. An authoritative education often makes the child too dependent on its parents. They make it clear to the child that it is not able to do anything on its own, it will not achieve anything, it must comply with everything. The other extreme is an educational approach based on excessive freedom given to the child and the attitude "the child must get everything at any price". Under such circumstances, the child will gain excessive self-confidence not in keeping with its actual potential. Such a child will adjust with difficulty, any failure will be a big blow to it. An adequate, wholesome and stable self-confidence develops as a result of a tolerant, democratic education. Demands are made on the child, yet on the other hand adequate freedom is given to it combined with a measure of responsibility corresponding to the child's age. The child will form a permanent concept of "what am I like", it will become able to judge relatively accurately its potential, performance and achievement and goals will be set realistically.

460. PEERY, J.C.: Neonate-adult head movement: no and yes. Revisited.

Developmental Psychology, 16, 1980, No.4, pp.245--250.

2 charts, 22 refs.

The objective of the study was to find whether there existed a correlation between the head movements of and adult and a newly born infant in an interaction between the adult and the infant as early as the second day after birth. By means of a videorecording subsequently transferred onto a film, the researchers obtained the film recordings of social interactions of five neonate-adult pairs (three boys and two girls aged two days). The film recordings were analysed by two trained observers. It was discovered that as early as the second day after birth a significant correlation could be observed between the head movements of the infant and the adult in the sense that if one of them brought his face nearer to the other, the other began to turn his or her away or to withdraw it. Simultaneous approaching or withdrawing of both heads was relatively rare. When comparing the current behaviour of one partner with the preceding behaviour of the other partner (1/4, 1/2, 1 and 1 1/2 seconds ago) it was found that the behaviour of the one did not take place successively after the behaviour of the other one, rather that both these coordinated behaviours took place simultaneously. The researchers had come to the conclusion that the coordination of head movements of both partners so early after birth which took place during the interaction of both partners and which was an indication of the two partners mutually controlling their behaviour could constitute a basis for a subsequent development of mechanisms of nonverbal communication and social control in interactions between an adult and an infant.

461. POURVEUR, L.: *La communication du coeur.* /A communication of the heart./

L´école maternelle belge, 1979/1980, No.5, pp.193-197.

The problem of communication is a complex one and comprises various aspects. An important factor of communication is its effectiveness. The initial attitude of an infant towards the world is an emotional one; the first spontaneous interaction of the infant with people is determined by a feeling of sympathy or antipathy. This spontaneous response strikes against obstacles of a verbal, intellectual, social and material nature. When educating a child, an adult can choose between giving scope to the child´s spontaneity or suppressing it completely. The optimum goal is to achieve a balance between these two extremes. Successful social education of a young child is determined by the educator´s love of children.

462. SCHAFFERY, H.R. - CROOK, Ch.K.: *Child compliance and maternal control techniques.*

Developmental Psychology, *16*, 1980, No.1, pp.54-61.

1 table, 13 refs.

Twenty-four mother-child pairs were investigated in this study to explore how children aged 15 to 24 months complied with various maternal control techniques used to control their activities with toys. A videorecorder was used in a laboratory nursery to record the interactions between mother and child during play; they mothers were asked to use their control techniques to make sure that the children should play with all the toys available. On the basis of an analysis of these recordings three types of child compliance with maternal control techniques were identified: 1. compliance with the mother's controlling the child's attention; 2. compliance with the directive to establish a contact with a toy; 3. compliance with a directive to do something specific with a toy. In addition to the frequency of incidence of these three types of compliance the researchers also investigated their dependence on three conditions: 1. whether the mother had used a direct or indirect form of directive; 2. whether simultaneously with a verbal directive the mother used non-verbal demonstration; 3. at which stage of the child's handling a toy the mother began to control the child's activity (i.e. whether the child paid or did not pay attention to the toy, whether it was in a physical contact with the toy or whether it performed some special activity with the toy). It was found that the frequency of the three types of child compliance differed significantly. Maternal control techniques were most effective when well timed with respect to the state of the child's handling the toy. At this age of the children it played no role whether the mothers used direct or indirect forms of directives. In the same way that child compliance depended on maternal control techniques, the effectiveness of these control techniques depended on the state of the child's activity they were designed to control.

463. SOROKINA, T.: O nekotorykh osobennostyakh obshcheniya detey so vzroslymi. /Concerning some specificities of child-adult interaction./

Doshkolnoye vospitaniye, 1980, No.5, pp.47-49.

The authors describe a study designed to investigate why some infants show the signs of conflict behaviour as early as the second half of the first year. The laboratory for the psychology of children of early and preschool ages at the scientific research institute of general and pedagogical psychology of the Academy of Pedagogical Sciences of the U.S.S.R. uses the term ambivalent for such behaviour. The author bases her considerations on the identification of four developmental types of communication described in the paper by Belyayeva and Smirnova (Doshkolnoye vospitaniye, 1980, No.2, p.32).
Investigations and observations of children made it

possible to formulate some theories of the causes of ambivalent behaviour manifested by nearly one-third of the investigated children.

The main reasons for such behaviour lie primarily in the family. Children manifesting ambivalent behaviour were mostly the only children in the family; interaction between them and adults was not of a factual, rather of an emotional nature; the infants did not feel any need to cooperate with new people in a new environment. The child's coming into a child care facility significantly alters the child's interaction with adults. The child cannot continue to realise the usual customary forms of emotional interaction with the new persons, yet it does not know any other forms of interaction.

The author describes some methods designed to guide children gradually towards a higher level of development, to eliminate the conflict between a child's need to be in interaction with adults and its lack of ability to realise such interaction.

464. VANDELL, D.L.: Sociability with peer and mother during the first year.

Developmental psychology, 16, 1980, No.4, pp.353--361.

3 tables, 14 refs.

There exist three different hypotheses about the correlation between the interactions of young infants with their mothers and their peers: 1. interactions of an infant with its mother and peers differ significantly; 2. both these interactions are similar; 3. an infant´s interactions with its peers stem from the preceding interactions with its mother. The above hypotheses were verified by observations of interactions with the mothers and peers of thirty-two infants (16 girls, 16 boys) aged 6, 9 and 12 months. The infants´ behaviour towards their mothers and peers, their asocial behaviour and relationships of spatial nearness between peers were registered by using a videorecorder and subsequently coded into a system of several categories. Data on the frequency of these categories were statistically processed by four methods: 1. by comparing trends in the development of the infants´ behaviour towards mothers and towards peers; 2. by comparing the frequency of the infants´ behaviour towards both partners; 3. by determining the correlations of the infants´ behaviour towards both partners; 4. by determining the effects of various situation and personality variables on the infants´ interactions with mothers and peers. The hypothesis of the differences in the infants´ interactions with both partners was strengthened by the finding that the infants looked and vocalised more frequently at their peers, but they touched their mothers more often. Thy hypothesis of the similarity between both interactions was strengthened by the finding that both interactions had developed in the same manner and that there was a positive correlation between the frequencies of smiles and frequencies of the infants´ vocalisations. The third hypothesis was not confirmed directly. The research results seem to indicate that an infant´s interactions with the mother and its peers differ in some aspects, but agree in other aspects; the infant´s behaviour towards both partners may be conceived as part of a broader organisational unit of behaviour recognised as infant sociability.

8.2 Emotions; reward and punishment

465. BUKOVSKÁ, A.: Citová výchova. /Emotional education./ Předškolská výchova, 34, 1979/1980, No.12, pp.320-322.

A teacher illustrates on examples the possibilities of influencing children´s emotions. A welcome extended to a child constitutes a unique opportunity of providing the child with emotional security, a feeling of togetherness, belongingness. Compassion is one of the noblest of human qualities. To teach children to discover happiness and sorrow and to respect these emotions in children should be a matter of course for a teacher.
A positive emotional attitude to nature is fostered

in children by observing natural processes, working in the garden and keeping a small kindergarten managerie. In cooperation with parents it is also possible to foster active emotional attitudes to the place where children live, which will reflect in their environmental work.
The narration of fairy tales and stories has also proved very useful in this respect; nevertheless, children's emotions may successfully be developed and reinforced only when we guide children towards their actively experiencing them.

56. IZARD, C.E. - HUEBNER, R.R. - RISSER, D. - McGINNES, G.C. - DOUGHERTY, L.M.: The young infant's ability to produce discrete emotion expressions.

Developmental Psychology, 16, 1980, No.2, pp.132--140.
2 tables, 21 refs.

A series of five segmental surveys was conducted to find to what an extent infants aged one to nine months were able to produce discrete emotion expressions which could be reliably identified by adults and what was the entire repertoire of emotion expressions at that age. A group of trained and a group of untrained observers determined what emotions were being expressed by the infants, both on the basis of emotion expressions registered by a videorecorder and on the basis of slides made from these videorecordings. The observers had been trained to identify emotion expressions by using objective coding systems based on an analysis of movements of the facial muscles in expressing emotions; two systems of coding discrete emotion expressions were used, developed by C.E.Izard. The research results demonstrated that even the untrained observers from two different populations were able to identify relatively reliably the expressions of eight emotions (interest, surprise, sorrow, anger, dislike, contempt and apprehension) and several mixed expressions of two emotions simultaneously. A short training of the observers had resulted in a significant increase in identification of emotions, especially negative emotions. It was found that when expressing the above eight emotions the youngest infants demonstrated approximately the same structure of movements of the facial muscles as did adult persons.

8.3 Development of character, moral judgements and qualities

467. JIRÁSEK, J.: Kdy se začíná vytvářet hodnotový systém u dítěte? /When does the system of values begin to form in a child?/

Děti a my, 10, 1980, No.2, pp.6-8.
2 photographs.

The system of values begins to form a child in early childhood. Consciously or unconsciously, the child participates in the life of its surroundings, absorbs a particular style of behaviour and coexistence. The younger a child the more passively it receives what is being offered to it to imitate. Young children uncritically take over the value attitudes taken by adults they come in touch with. Kindergarten teachers share the responsibility for influencing the systems of values of children coming to kindergarten from different family backgrounds. It is in kindergarten that children get the first opportunity of comparing individual systems of values and justifying the priority scale. They get an opportunity for social learning in the process of which attitudes and scales of assessment are formed and perfected. The author concludes his article by presenting several examples of systems of values possessed by children coming to kindergarten from different family backgrounds.

468. OSTROVSKAYA, L.: Azbuka dobrykh chuvstv. /An alphabet of positive emotions./

Doshkolnoye vospitaniye, 1980, No.2, pp.60-63.

The humanitarian principles our society is based on require to form in children such character traits as kindness, generosity. These are qualities typical of the new man who works for happiness, justice, peace all over the planet. Children are inherently good, nevertheless, this propensity has to be developed; a child should be taught to think, feel and act in compliance with the principle of good interpersonal relations. A young child must be taught to distinguish between good and bad. The article is supplemented by many examples.

8.4 Relationships among children; education of a children's collective

469. BASSO, A.: La percezione delle differenze e dei ruoli sessuali da parte dei maschi e delle femmine nella scuola materna. /The perception of differences and female and male sexual roles in kindergarten./

Scuola materna, 67, 1980, No.11, pp.709-714.
13 tables, 11 refs.

This was a qeustionnaire consisting of 12 points completed by kindergarten children in Mantova (for example, "Do you like being a boy/girl? Why?" "Would you want to be different and to become a boy/girl? Why?", etc.). The author has assessed the answers and compared them with views prevailing in the existing literature.

470. BULLA, B. - HANECZOK, M.: Przystosowanie do grupy rowieśniczej dziecka w młodszym wieku szkolnym w aspekcie niektórych zmiennych srodowiska rodzinnego. /A child's adaptation to a peer's group at junior school age viewed from the aspect of some variables concerning the family environment./

Chowanna, 24, 1980, No.3, pp.255-267.
13 tables, 17 refs.

The authors introduce the problem by recapitulating the relevant theories that have been put forward in the specialised literature, including the methods used (Koren's sociometry, family case histories, Corman's tests) and they present the results of an empirical survey of 62 pupils going to the second and fourth forms of a primary school in Ciessyn. They have arrived at the following conclusions: the status of children determined by sociometry is strongly correlated to some variables in family characteristics, especially to the level of the parents' achievements in scientific work and, in general, to a higher level of their education, material standard, number of children in the family, etc.

471. FEDOSEYEVA, L.: Krug obshcheniya vashego rebenka. /The circle of persons with whom your child has contact./

Dohskolnoye vospitaniye, 1980, No.7, pp.48-54.

The article, designed for parents, mentions the circle of persons with whom a child has contact from its first days. Each of them has an effect on the child, positive as well as negative. It is the objective of education to control the effects of these factors so that the child´s personality may develop in the right direction.

472. FURMAN, W. - MASTERS, J.C.: Peer interactions, sociometric status, and resistance to deviation in young children.

Developmental Psychology, 16, 1980, No.3, pp.229--236.
20 refs.

The study investigated young children´s resistance to disobeying a prohibiton issued by a peer and a kindergarten teacher. The researchers investigated 72 four- and five- year-old children. They used the technique of short time samples of behaviour in their observations in the kindergarten to determine how often each child entered into interactions with peers and how often he or she received from them rewards, punishments or neutral behaviour. Sociometry was applied to determine the degree of popularity or lack of popularity of each child among peers. Subsequently, experiments were carried out in which half of the children were placed into a situation in which the teacher forbid to play with specific toys in the classrooms, the other half were placed into a situation in which this prohibition was issued by a peer in the classroom. The research results indicate that the more frequently children were punished by their peers or the more neutral their peers were towards them, the lesser their resistance to disobeying the prohibition issued by their peer; punishment on the part of peers, however, had no effect on resistance to disobeying the prohibition issued by the teacher. Reward by peers had no evident effect in this respect. Lack of popularity of a child among peers resulted in a more frequent disobeying of prohibitions issued both by peers and the teacher. When a peer was the person issuing the prohibition, the child´s past interactions with the peer had no significant effect. The authors have attempted to interpret the data obtained from the viewpoint of the reference group theory and the theory of social learning.

473. KANAYEVA, G.: Vospitaniye dobrykh chuvstv cherez igru s kukloy. /Education to positive attitudes through playing with a doll./

Doshkolnoye vospitaniye, 1980, No.1, pp.13-15.

A teacher writes about her experience. Her objective was to educate in children positive attitudes to peers and to toys. She set up the following goals:

1. to educate in children a positive affective attitude to a doll, 2. to foster in children mutually positive relationships during playing with dolls, 3. to develop in children the desire to look after a doll, 4. to reinforce cultural and hygienic habits during playing with dolls, 5. to extend children´s concepts of everyday use objects. To achieve this, she had to lay out a special dolls´ corner. Gradually, at longer intervals, the teacher used to bring dolls into the classroom, introduced them to children, taught children how to handle them properly. Dolls-babies proved to be very successfull. When playing with them, children learned to take good care of young children.

474. NADEL, J. -BAUDONNIÉRE, P.M.: *L´imitation comme mode d´échange prépondérant entre pairs au cours de la troisieme année.* /Imitation as the prevailing mode of communication between pairs of children in the third year./

Enfance, 1980, Nos.1-2, pp.77-90.
2 figs., 2 tables.

The study analyses the modes of communication prevailing between pairs of children in the crèche; it is mostly focused on imitation. A child makes use of it especially in the period following the second year when identification with another person constitutes - by Wallon - the main element in personality formation. Imitation is focused especially on the gestures and behaviour of the other person. The initial analyses of film recordings made in crèches indicate that contacts between children are established and maintained predominantly through imitation and that a film recording facilitates a study of its varied forms as well as its role in children´s interactions.

475. PEREVERZEVA, V.: Vospitaniye avtoriteta detey v igrakh s pravilami. /Education of children´s authority in games with rules./

Dohskolnoye vospitaniye, 1980, No.7, pp.11-13.

The author studied the methods used by children in trying to achieve their peers´ authority in games with rules. She observed children´s behaviour at play, discussed with them the content of games,asked them what thad happened during the game to find in this manner which children assumed authority in games. On the basis of her findings she began to organized children´s games so that children could alternate in the role of the leader and acquire thus the qualities necessary for such an activity.

476. RUZSKAYA, A. - ABRAMOVA, D.: Chto stoit za zhaloboy doshkolnika. /What is behind a preschooler's complaint./

Doshkolnoye vospitaniye, 1980, No.8, pp.13-17.

The results of an analysis of approximately four thousand complaints of children aged three to seven point to four types of complaints. 1. The reason for the complaint is that the child has been hurt, a pain has been inflicted on it by another child. Such complaints are usually accompanied by external manifestations, crying, screaming. The child turns to an adult for a sign of love, compassion. The child usually calms down when the adult person punishes the culprit proving thus that it feels for the plaintiff and condemns the defendant. 2. Children come up with complaints when their interests clash (most frequently they fight for toys). Children require from an adult a specific action in their favour. They use screaming and crying as a means of pressure on the adult. 3. A child complains when its peers violate the rules of conduct. The child does not require anything from an adult, it states its complaint in a calm tone. It needs assurance from the adult that it knows the rules and interprets them correctly; it cannot tolerate the violation of rules defined by an adult. 4. The complaining child points to mistakes made by others, it wants to present itself in a beter light, it is hankering for a reward. As compared with the preceding types of complaint, personal interest plays a role in this case. Such complaints appear most often where an authoritative educator works with children. All these types of complaint have one feature in common: children turn to adults for support, seeking the same attitudes to events and circumstances that are important for them and that excite them. They express in this way their need to share joint experiences with adults.

477. SMIRNOVA, R.: Pogovorim o sverstnikakh. /Let us talk about peers./

Doshkolnoye vospitaniye, 1980, No.3, pp.39-40.

Peer interaction plays an important role with respect to children's mental development. An educator should know what makes children popular with their peers to be able to help develop interaction among children. This was the objective of a study based on the hypothesis that activity is a prerequisite for developing interaction. Children selected for the experiment entered into interactions with others in a way determined by the experimenter:
1. the child taught its peers to draw, to model, being profuse in praise; 2. the child organized interesting games; 3. peers shared emotional experiences (the child showed to them pictures, slides, etc.). An analysis of the results indicates

that selective affection is formed in active activities. This underlines the importance of properly organised joint activities of children. Educators should encourage mutual interaction, mutual appreciation and encouragement. Children should be taught to take notice of the achievements of their peers, educators should foster in them the ability to assess the results of their work, to praise their peers.

478. WINNYKAMEN, F. - CORROYER, D.: Relations sociales entre enfants 2; 6 à 3; 0. Rôle de l'imitation et étude des interactions. /Social relations among children 2; 6 to 3; 0. The role of imitation and a study of interactions./

Bulletin de psychologie, 34, 1980, No.348, pp.77--84.
3 tables, 31 refs.

The study informs about a frequent socio-psychological subject - relations among children. It analyzes the role of imitation, especially its importance for education. In the theoretical introduction the authors cite Piaget, Parten, Jones, Bruner, Garvey and others. A group of children is observed under natural conditions in the open air where they spontaneously choose their partners. Attention is focused on the role of imitation, its function. The authors have discovered that imitation is a very frequent phenomenon, they analyse its positive as well as negative aspects.

479. ZLATKOVA-BORISOVA, V.: Kolektiv - vospitatel lichnosti. /A collective - an educator of a personality./

Doshkolnoye vospitaniye, 1980, No.9, p.78.

Interactions among children play a special role in forming a child's personality. They should be controlled by an educater, for it is he or she who develops and perfects one of the essential human needs, contact with people. A child's need of play reflects in the activity itself, not in the final result. This is why it is easy for a child to get involved in play in a group or a collective. Emotional relations play a role in setting up a collective. Children should be aware that it is not only the educater who takes notice of them, but also the other children. A knowledge of the individual specific features of each child is a necessary prerequisite for the successful formation of a collective. Setting examples by adults has a direct effect on a collective. Children should consider their teacher the best, justest and wisest person. Her everyday work should be a proof of their convictions.

8.5 Education to scientific world outlook

480. CATTANEO, M.: Educazione religiosa nella scuola materna: Perché? /Religious education in kindergarten: Why?/

Scuola materna, 68, 1980, No.1, pp.13-18.

The author gives a positive answer to the above question and puts forward arguments in favour of religion in man's life (in agreement with the line of the journal).

481. HOLBOVÁ, E.: Vplyv výchovných činiteĺov pri svetonázorovej výchove detí. /The effects of educational factors in world outlook and the atheistic education of children./

Predškolská výchova, 34, 1979/1980, No.5, pp.137--139.

1 fig.

This is an excerpt from a pedagogical reading in which a teacher describes her attempts at achieving a well-balanced influence of all educational factors in the atheistic education of children. She focused her efforts particulary on raising the standards of family education.
A yearly plan of the kindergarten's activities

specifies the forms and means of influencing parents, teachers and children: 1. to strengthen all forms of cooperation with the family by means of organizing plenary meetings of the Parent-Teacher Association, classroom meetings the agenda of which will incorporate a lecture on children's education to scientific world outlook, 2. to deal with the above subject at a meeting of the pedagogical staff, 3. to stimulate actively children's minds by explaining the real and cognizable nature of the world, 4. to influence parents and children individually.

The attitudes, activity and development of work initiative of educational workers are positively affected by ideological seminars and a study of the content of the restructurization of the Czechoslovak system of teaching and education.

482. ZUZAŇÁKOVÍ, A.: Ateistická výchova dětí. /Atheistic education of children./

Predškolská výchova, 34, 1979/1980, No.11, pp.308--309.

Atheistic education will be successfull only if organized in effective cooperation with parents. The author of the article lives in a village where children's education is being still strongly influenced by their grandmothers. Explanations should be presented to children in such a way as would not denigrate the granny´s authority. An occassion for a truthful interpretation of processes will lend itself during observations outdoors. Older children are interested not only in the processes per se, but they also want to know about their origin, effects and causal relationships. Such an approach will, to a certain extent, prevent prejudice and misconceptions.

8.6 Education to socialist patriotism and internationalism

483. BARBAŠHINOVÁ, Ye. - LYUBIMOVA, N. - SHERSHEVA, V.: Kak znakomit detey s Leninym. /How to make children familiar with Lenin./

Doshkolnoye vospitaniye, 1980, No.4, pp.24-28.

Teachers from Leningrad write about their experience. When familiarising children with the personality of V.I.Lenin, they made use of the following forms of work: 1. looking at illustrations and reproductions of pictures, 2. reading literary works, 3. narration dealing with individual facts of V.I.Lenin´s life. They also visited some historical monuments (such as the Winter Palace). The last stage was to make children acquainted with V.I.Lenin´s childhood, with his character traits.

484. BOGOMOLOVA, M.: Prazdnik kak sredstvo internatsionalnogo vospitaniya doshkolnikov. /Festivals - a means of internationalist education of preschoolers./

Doshkolnoye vospitaniye, 1980, No.1, pp.8-12.

The author presents the results of a survey conducted in kindergartens in Tallin and Ulyanovsk. Festivals conceived as an educational medium are the results of everyday educational work. In all the activities described such conditions were created as to facilitate children of the Russian nationality to get in touch and to make the acquaintance of children from the other nations living in the U.S.S.R; with Estonians (in Tallin), with Tatars, Bashkirs, Chuvaksh (in Ulyanovsk). The author describes in detail what happened at individual festivals in kindergartens in Tallin and Ulyanovsk (celebrations of children's birthdays, 7th November, Day of the Soviet Army, The International Woman's Day, V.I.Lenin's anniversaries, May Day, Estonian Song Festival, Decades of National Arts in the U.S.S.R.).

485. GABDULLIN, G.: Zabota o detyakh. /Care of children./

Doshkolnoye vospitaniye, 1980, No.4, pp.37-39.

As part of patriotic education and familiarization of children with V.I.Lenin's personality, full use is made in Kazan of the fact that Lenin had lived there, went to school and started his revolutionary activities. Children visit these historical places. Older children travel to the nearby village Lenino Kokushkino, the place of Lenin's first exile. The best experience from this section of educational work was generalised at the pedagogical readings devoted to the 110th anniversary of V.I.Lenin's birth.

486. KOTOVA, I.: Ispolsovaniye kartin v tselyakh vospitanii lyubvi i uvasheniya k V.I.Leninu. /Making use of picutres in educating a love of and respect for V.I.Lenin./

Doshkolnoye vospitaniye, 1980, No.11, pp.25-27.

It has been proved in practical experience that those media are most effective which affect children's emotions. In addition to literary works and music, these are fine arts especially appreciated by children because of their comprehensibility, demonstrativeness and concreteness. To familiarise children with the personality of V.I.Lenin, pictures and illustrations were chosen to document the following subjects: Lenin-Leader, Childhood and Adolescence, Lenin and Children.

487. NAZAROVA, L.: Rol muziki v vospitanii lyubvi i uvasheniya k V.I.Leninu. /The role of music in educating a love of and respect for V.I.Lenin./

Doshkolnoye vospitaniye, 1980, No.4, pp.87-90.

The experience from kindergarten practice indicates that a significant role is played by music in educating children on examples set by the life and activities of V.I.Lenin. The curriculum of educational work designed for senior and preparatory classes includes songs about Lenin children are supposed to learn. Music is used as a medium contributing to the creation of an emotional atmosphere illustrating to children the heroic period in which Lenin had lived and worked.

488. PRŮŠOVÁ, E.: Na návštěvě u přátel ve Stupavě. /Visiting friends in Stupava./

Predškolská výchova, 34, 1979/1980, No.9, pp.250--251.

The friendship of many years' standing between a kindergarten in Prague 10 and a kindergarten in Stupava came to a head in a week's stay of ten children from Prague accompanied by two teachers in a school-in-the-open in Borinka near Bratislava, organized by the twin kindergarten. The children made friends very quickly and they played together. The children from Prague also visited Bratislava: the Castle, Slavín, went on a pleasure boat down the Danube. A barbecue was organised, attended by the parents of the children from Stupava. The preschoolers from Prague were thus able to get to know better the Slovak people and to establish friendships with the Slovak children. Before going back, they exchanged addresses so that the following year when they had learned to read and write they could correspond.

489. SOSNOVAYA, N.: *Preyemstvennost v rabote detskogo sada i shkoly v vospitanii detey na primerekh zhizni i deyatelnosti V.I.Lenina.* /Continuity between the work of kindergarten and school in educating children on examples set by the life and activities of V.I.Lenin./

Doshkolnoye vospitaniye, 1980, No.5, pp.33-36.

The author describes cooperation that has been in existence since 1973. The kindergarten set up the following goals: 1. to build up in children the imagine of Lenin as an organiser of the Government of Soviets; 2. to make use of examples from Lenin's life and activities, as well as those of his associates, to educate children to honesty, decisiveness, courage, kindness, exactness, love of people; 3. to teach children to work and live in Lenin's style. Together with the primary school teacher they chose the following subjects and literary works: 1. life of workers and farmers before the Great October Revolution and at present, 2. V.I.Lenin's childhood, 3. Lenin's revolutionary activities, 4. Lenin, organiser of the Government of Soviets, 5. V.I. Lenin's character traits, 6. Lenin and children. When assessing the achievement and behaviour of children that had become from the kindergarten, the teachers especially appreciated their good manners, activity, interest in joint work, ability to assess correctly their own behaviour and that of their friends. The children possessed an extensive knowledge of V.I.Lenin's life and activities.

490. ŠTRÁCHALOVÁ, B.: O jednom přátelství. /About a friendship./

Predškolská výchova, 34, 1979/1980, No.7, pp.195--196.

3 figs.

In the International Year of the Child a friendship was establishen between the a kindergarten in Revúca and a kindergarten in Mělník. It has proved beneficial to kindergarten work. A corner of friendship has been laid out to display all that the Slovak friends have sent; the kindergarten staff exchange their experience and self-

-made aids; they organized a public exhibition "Children to their Country" displaying the works of the twin kindergartens. A set of slides was made at the exhibition serving as methodological material for both kindergartens and the district pedagogical association.
Children contribute to the friendship, too. They draw and paint for their Slovak friends to convey to them their impressions from their walks, the books they read, etc.

491. VOLKOVÁ, O.: Vospitaniye lyubvi k rodnomu krayu. /Educating love of the home region./

Doshkolnoye vospitaniye, 1980, No.4, pp.35-36.

The teachers set themselves the objective to familiarize children with the historical regional town of Tula, rich in revolutionary tradition. Tehy started by reading about the past, present and future of the region. At first, they took the children round the village where the kindergarten was located; later on, they organised several trips to the regional town. The children´s impressions of the trips were extended and supplemented in subsequent discussion and drawing sessions the subject of which was Our Beloved Town of Tula. They had an interesting discussion with a local author who used to work in the kindergarten. The children visited Yasna Polyana situated in the region. They had been introduced to Tolstoy´s works before. These events culminated in a cultural session devoted to N.L.Tolstoy´s creation. The familiarization with the home region had become an integral part of the entire life of the kindergarten. Discussion sessions, the learning of poems, songs, looking at pictures and thematic albums, cultural sessions, walks and excursions, discussion sessions with writers and artists, all this contributed to education to love of the homeland.

492. WINIARSKA, A.: Wychowanie dla pokoju w młodszym wieku szkolnym. /Education to peace at junior school age./

Chowanna, 24, 1980, No.1, pp.64-70.
9 refs.

The educational system designed for first to third grades of primary school is based on the specific goals defined for the intellectual, emotional and activities education of children in the sphere of interpersonal relations (children´s coexistence with their peers, parents, teachers, the surrounding world) and it is focused on the gradual extension of experience and knowledge towards increasing abstraction - up to the essentials of understanding the relations prevailing among nations and countries and towards education to peace (see

U.N. Declaration of 1978 adopted on the initiative of the Polish delegation).

493. ZOMBEKOVÁ, E.: *Formovanie prvkov socialistického vlastenectva.* /Formation of elements of socialist patriotism./

Predškolská výchova, 34, 1979/1980, No.12, pp.325-326.

A teacher writes about her experience of making use of the pre-election period for children's patriotic education. She visited with the children a pre-election agitation centre where they saw the photographs of the candidates for deputies. They recognised among them some well-known personalities. They appeared with a short cultural programme of poems and songs as their contribution to the meeting at which candidates for the local council deputies introduced themselves. In addition to such events, the teacher used the form of planned and inspired narration, especially during walks, to familiarise the children with the results of work and efforts made by the elected representatives and all citizens.

494. ZOMBEKOVÁ, E.: *Prvky socialistického vlastenectva a proletárskeho internacionalizmu.* /Elements of socialist patriotism and proletarian internationa-

lism./

Predškolská výchova, 34, 1979/1980, No.8, pp.222-223.

This is an excerpt from a pedagogical reading. - If a child is to have a respect for beneficial work and the people who do it, it should become familiar with it and see people at work. This was why the teacher often went with children to watch the construction site of a new housing estate being erected. At the same time, she talked about the work of individual workers and assessed it. To enable children to become familiar with the work of factory workers, the kindergarten organises visits of its patronage works. The children were so impressed by the operations carried out in the fitter's shop that they imitated them in their games. In autumn, children visit the tombs of soldiers fallen in the Second World War, to gather leaves and clean the paths. They bring the first flowers in spring. Even though they still have no clear concept of the price of human life, they feel satisfaction over work well done and are happy that their work has brought some benefit.

8.7 Education to positive attitude to work

495. BÁBELOVÁ, M.: Pracovná výchova v materskej škole. /Work education in kindergarten./

Predškolská výchova, 34, 1979/1980, No.6, suppl.
5 figs.

This is a methodological instruction for making use of a thin wire in the work education of children.

496. BATURINA, F. - IVANOVA, O. - SULTANOVA, L.: Oznakomleniye detey s selskokhozyaystvennym trudom vzroslykh. /Familiarising children with the work of farmers./

Doshkolnoye vospitaniye, 1980, No.7, pp.16-20.

Teachers describe their experience. They set themselves the goal of forming clear concepts and extending children's knowledge of the work done by their parents, to teach them a respect for it, to foster in children a positive attitude to work and a willingness to work for others, to foster in children the ability to work together and to experience joy from jointly undertaken work. The teachers drew up a plan of children's familiarisation with individual kinds of farming work. It included

visits of agricultural farms, discussion sessions with the teachers and individual farmers, reading of literary works, looking at pictures and illustrations, working in the kindergarten garden. Children took part in various events, such as a contest of best mechanical operators, etc.
Work in agriculture has become the subject of many children´s games. Parents were informed about the importance of children´s familiarisation with the work done by adults and asked to support the kindergarten´s efforts at home, too.

497. REŇUŠOVIČOVÁ, A.: Hra ako prostriedok výchovy k práci. /Play as a means of education to a positive attitude to work./

Predškolská výchova, 34, 1979/1980, No.6, pp.156--158.
2 photographs.

A kindergarten teacher describes how she meets the objectives of work education specified in the programme of educational work. She familiarises children with the work of adults both in kindergarten and during walks outdoors. When developing children´s games, the teachers pay attention to the developing of work abilities and habits. There are corners reserved for play in each classroom where children practise work habits through play (for example, when playing at the household). In the classrooms attended by the oldest children these corners are equipped with relevant tools and materials. The teacher goes on to describe how she motivated the making of bird figures from scrap.

498. CARDINAL, Y.: Préserver le goût d´apprendre. /To preserve a liking for learning./

L´école maternelle belge, 1979/1980, No.3, pp.106--109.

The article is focused on practice: it discusses the question of how to encourage and develop in kindergarten the "liking for learning" every normal child is born with. An atmosphere should be created in kindergarten in which the child may express itself freely by word and movement and in which it will gradually realise that its activities are being adjusted to the place, time and routine of the kindergarten and that the results of these activities are observed by the teacher and the other children and that they contribute to the pleasurable climate in the kindergarten as well as to making the environment attractive.

499. GODINA, G.: Vospitaniye poloshitelnogo otnosheniya k trudu. /Education to a positive attitude to work./

Doshkolnoye vospitaniye, 1980, No.3, pp.9-11.

Education to an emotionally positive attitude to work requires to define motives important from the society's point of view (work to the benefit of the people surrounding the child). The knowledge of a target determines the child's attitude to work. For example, when discussing and preparing for the International Women's Day the child learns that its love and gratefulness towards its mother should also be expressed by helping with the household chores. To enable this, however, the child has to be taught the necessary skills and habits.

At first, children are set individual work tasks. Later on, an adult guides children to come up with ideas of their own about what they could do. This makes it possible for them to put into practice their wish to work. Successes achieved in individual work activities and appreciation by adults bring satisfaction to children and incite a wish in them to be able to work again to experience this feeling repeatedly. Children must never be punished by setting some work assignment to them or by forbidding them to do a particular kind of work.

500. GULYANTS, E.K.: Uchite detey masterit. /Teach children to make toys./

Moscow, Prosveshcheniye 1979.
Reviewed by: Sadokhova, L.: Tsennoye posobiye.
Doshkolnoye vospitaniye, 1980,No.7, p.75.

The author stresses the benefits of children's handiwork, especially work with wood. He describes in detail the organization of work, equipment of a working corner, choice of tools and material. He describes the basic methods of work, laying emphasis on observing the rules of safety at work. The other half of the book "Teach children to make toys" deals with the formation in children of a positive attitude to the work done by adults, an interest in handiwork, in developing creativity, independence, skills and work habits. He includes a system of tasks with gradated complexity. The instructions for making individual toys describe the objectives, material, tools and process of work.

501. HABIŇÁKOVÁ, A.E. - KALISKÁ, M.: Vývin samostatnosti a úroveň sebeobslužných návykov u jasĺových detí v treťom roku života. /Developing independence and a degree of self-service habits in crèche children in the third year./

Predškolská výchova, 34, 1979/1980, No.5, pp.124-128.

2 photographs, 5 refs.

The authors analyse the prerequisites for the formation of self-service skills in children educated in crèches. They present the characteristics of independence as defined by various authors. There are optimum prerequisites and conditions for an educational formation of independence in older toddlers. The results of independent activities are aimed not only at the satisfaction of one´s own needs, but they may be used to the benefit of the children in the group. Independence thus becomes a basis for a child´s all-round development and also for its integration into a particular community.

The authors present the results of a study of 32 children aged 24 - 36 months. Five basic activities were investigated: eating, dressing, undressing, washing and excreting. The results confirmed an adequate degree of the children´s maturity (individual operations activities were accomplished for 80,9%, while the standard criterion is 75%). Yet, an inclination was discovered to restrict children´s active attitudes and to make their independence ineffectual by helping them with routine self-service activities. On the average, a nurse performs about 20% of activities for the children. Such practices suppress children´s initiative and activity. This is why the organization of work should be restructured to respect fully the principle of gradualness, individualised appreach and making use of children´s activity. It is also necessary to reassess the importance of the time allotted to self-service activites and to consider them, both from the educational and social viewpoints, equal to the other activities comprising educational work.

502. NEMBORISOVA, N.: Vospitaniye interesa k selskokhozyaystvennomu trudu. /Educating interest in agricultural work./

Doshkolnoye vospitaniye, 1980, No.2, pp.14-16.

The author presents a generalized experience familiarizing children attending kindergarten in the village and in town with the work of farmers. Children from the village kindergarten observed throughout the year work in the fields and in animal husbandry, they were given the opportunity of joining the adults in doing some work adequate for their age. The kindergarten in town established a friendship with the nearest agricultural cooperative farm. Children used to visit in regularly to familiarise with typical agricultural activities. They imparted their experiences to the other children in the kindergarten and to their parents. Interest in agricultural work has become traditional in the kindergarten and the kindergarten staff will continue to reinforce it.

503. KOMISSAROVA, D.: Sotruzhestvo detskogo sada i semyi v trudovom vospitanii detey. /Cooperation between school and family in the work education of children./

Doshkolnoye vospitaniye, 1980, No.7, pp.54-56.

When visiting families, kindergarten teachers look for and generalise positive experience in the field of work education in individual families. The parents will then impart their experience at kindergarten meetings or in the factory. Older children traditionally participate in festive gatherings of factory workers who are being awarded orders of merit for their work. A great attention is paid to the preparation of conferences for parents. The preparatory work begins as early as the beginning of the school year by setting topics, questionnaires for parents, preparing aids, making photographs, etc. They also organise a competition for making the best toy or other object made by the parents together with their children. The conferences also include children's performances, where they recite poems, sing songs or play locomotive games focused on a particular work subject.

504. KRÁLÍČEK, J.: Využitie orechových škrupín. /Making use of nut shells./

Predškolská výchova, 34, 1979/1980, No.6, suppl. 7 figs.

This is a methodological instruction for making use of nut shells in the work education of children.

505. KUKUROVÁ, Z.: Maminko, proč nemám čas? /Mummy, why haven´t I got time?/

Děti a my, 10, 1980, No.2, p.17.

The author deals with some problems concerning the education of a child in the family. The child´s time should be proportionally distributed between the child´s giving some help with the household chores and doing his homework and preparing for his lessons. The child should not be given more duties than he or she can cope with, for it could harm his or her self-confidence and also his or her school achievement. Children´s exploitation must be prevented, their mental dependence should not be excessive and children should be given more scope for a full, harmonious development of their personalities.

506. RUBÍN, A.: Volba povolání. /Vocational choice./

Děti a my, 10, 1980, No.3, pp.16.
1 photograph.

The author discusses problems related to the right vocational choice in healthy adolescents and in handicapped children. Eighty percent adolescents choose their careers according to their interests and inclinations. The author stresses the important role played by the family in vocational choice. Vocational guidance should start in early childhood.

It is necessary to get to know the personality of a young person, his or her dispositions, to cooperate with a doctor in observing his or her physical, mental and social development. School is another important component of vocational guidance. Cooperation is necessary in vocational choice between family, school, doctors and people from factories both if healthy young peoples and handicapped ones are involved. The author goes on to discuss the specific features of vocational choice of handicapped young persons. A purposeful education towards a positive attitude to work beneficial to the society, towards being active at school and at home constitutes a basis for further vocational guidance and makes it easier for a young person to make a decision on his or her future career.

507. VASILYEVA - GANGNUS, L.P.: Uroki zanimatelnogo truda. /Lessons of interesting work./

Moscow, Pedagogika 1979. 120 pages, illustrated.
Reviewed by: Chapova, I.
Doshkolnoye vospitaniye, 1980, No.7, p.75.

These are forty-two lessons designed for senior preschoolers conceived in a humorous, fairy-tale-like form. Their objective is to incite in a child an interest in work, to teach it various work habits and skills, to educate in it a need to keep oneself occupied, to teach it patience and endurance, to develop in it imagination and creativity, to foster in it discipline and attention. It also includes instructions how to make simple creations from paper, natural materials, fabrics.

The publication is designed for parents, but it will also be found useful by kindergarten teachers.

508. VLADOVA, L.: Trudovoto obuchenie na shestgodishnite parvoklasnici. /The work education of six-year-old pupils attending the first class./

Nachalno obrazovanie, 20, 1980, No.8, pp.15-20.

The author generalises her experience of teaching according to the new educational curriculum, concerning two ranges of topics: constructing and modelling objects from natural materials, constructing objects from paper and cardboard. She deals with the skills the pupils are supposed to acquire (to solve constructional, technological and graphic tasks, personal responsibility for the results of one´s work including self-assessment, organization and hygiene at work). The author includes in her paper methodological instructions for teachers.

9. LANGUAGE AND LANGUAGE EDUCATION

9.1 Language development

509. MASUR, E.F. - GLEASON, J.B.: Parent-child interaction and the acquisition of lexical information during play.

Developmental Psychology, 16, 1980, No.5, pp.404--409.
3 tables, 5 refs.

The objective of the study was to find to what an extent the interaction between parents and preschoolers during play affected the children's language learning due to the parental influence. The subjects were 14 pairs of parents and their first-born preschoolers (seven boys and seven girls); the average age of the children was 3 years 9 months. The researchers used a videorecorder to register the interactions between the parents and their children in a laboratory nursery during the children's playing with a big wooden car consisting of 13 components. They analysed the records to find how the mothers and fathers provided their children with lexical information concerning the names and functions of these thirteen components. They separated from the parents' and children's speech those statements which contained a name or a mention of various parts of the car and a description of their functioning. These statements contained both information about a name or function and questions concerning a name or a function of these components. Significant differences were found between the mothers and the fathers as to the ways of their interaction with children and the quantity of lexical information they provided to children or induced in them. The fathers´ speech contained more varied terms than that of the mothers´; the fathers described more often than the mothers how the individual components functioned. They were also more demanding with respect to the children´s learning and language: they required more often that their children should use a name for a car component and should know its function. This was why the children´s conversation with their fathers was richer in vocabulary that that with their mothers. The authors conclude by stating that it is both parents than can actively affect their children´s language development during play.

510. PAČESOVÁ, J. - WOTKEOVÁ, Z.: K otázce dětských pojmenování. /On the question of children´s denominations./

Predškolská výchova, 35, 1980/1981, No.4, pp.10-11.

The objective of contemporary paedolinguistics is to abandon the traditional descriptions of child utterances and to concern oneself with their analyses aimed at discovering a systems pattern in child language. The first words uttered by a child are ambiguous and their content is vague. A child expresses by a single word both a general concept and the conceptual reflection of a stimulus, object and activity or action. A number of concepts are generated by one denomination. With the stretching of its vocabulary, the content of the words uttered by a child will gradually get more definite contours and will become more accurate. Their ambiguity will be reduced, thus also the possibility of applying them extensively. The limited number the words contained in a child´s vocabulary makes the child use identical names in situations when an adult can choose from several different names available (for example, a child will use "Asta" to denominate any dog).

511. PAVLOVÁ-ZAHALKOVÁ, A.: *Poruchy vývoje řeči.* /Language development defects./

Rodina a škola, 27, 1980, No.11, pp.4-5.

This is a characterization of language development defects. The author discusses the causes and in some cases also the possibilities of correction of a retarded, discontinued, premature (precipitate), limited and deviate development.

12. PAVLOVÁ-ZAHALKOVÁ, A.: Když nemluví správně. Příčiny, prevence, ošetření. /When a child does not talk properly. Causes, prevention, treatment./

Rodina a škola, 28, 1980, No.9, p.6.

The author describes the causes of common language defects and impairements, such as a) an environment inadequate or incorrect for language development; b) defects and deficiencies of these organs which participate in language. The author concludes by suggesting how to prevent such defects.

513. RONDAL, J.: Votre enfant apprend à parler. /Your child is learning to talk./

Paris, P.Mardaga 1980.
Reviewed in: L´école maternelle française, 1980,
No.8, pp.15-16.

514. SHIELDS, M.M.: Znaczenie badań nad umiejętnościami dialogowymi dzieci w wieku przedszkolnym. /The importance of the study of preschoolers´ dialogue abilities./

Psychologia wychowawcza, 22, 1979, No.5, pp.626-633.
1 table, 5 refs.

This is a translation from English. The paper is based on a psycholinguistic problem approach to the study of the process of thought development and concepts of the social reality. The author deals particulary with interaction during a dialogue and defines conditions to be met in experiments. She goes on to comment on the principal logical conditions underlying a child´s communication with partners: an awareness of the direction the statement is taking and identification of the source of information, stabilisation of the expectation of specific answers to one´s statement, comprehension of signals presented by other persons, elaboration of a joint code of signals, organisation of the range of joint interpersonal experiments and comprehension of the correlation between statements and behaviour patterns.

515. SHUKOWA-MASTJUKOWA-FILITSCHEWA: Die Überwindung der versögerten Sprachentwicklung bei Vorschulkinder.
/Overcoming retarded language development in preschoolers./

Berlin, VEB Verlag und Gesundheit 1978. 347 pages.
Reviewed by: Švanar
Otázky defektologie, 23, 1980/1981,
No.6, pp.283-285.

The main objective of the authors was to inform especially the professional public about the most recent forms of diagnosing retarded language development in preschoolders and, simultaneously, about remedial methods used in overcoming such a defect. The authors based their study on the conviction that retarded language development in preschoolers is easy to repair if the building up of language is focused on ontogenetic development, if it is done in stages and if it contains all basic language constituent parts (vocabulary, grammatical, phonetic and articulation rules). The authors state that the building up of language in children with retarded language development must be coordinated with cognitive activities to facilitate the development of an all-round and harmonious personality.

516. WIĘCKOWSKI, R.: Zaleźnośc rozwoju jezyka dzieci od tematyki zabaw konstrukcyjnych w przedszkolu. /The correlation between children's language development and the subject of constructive games played in kindergarten./

Wychowanie w przedszkolu, 33, 1980, No.7/8, pp. 396-403.
2 tables.

The author presents the results of observing five- to six-year-old children during play, while their "situation language" was registered by means of a tape recorder. He characterises the results only as an input analysis in view of the limited experimental basis (40 children).

9.1.1 Communication

517. PETROVA, F.: Metodi, pokhvati i sredstva za obyasnyavane znachenieto na dumite. /Methods, procedures and aids used in explaining word meaning./

Preduchilishtno vaspitanie, 28, 1980, No.1, pp.4--11.
1 photograph, 4 refs.

A child uses words to make oneself understood to its surroundings and it communicates with people in the emotional, volitive and cognitive spheres. This is why a very important role is ascribed to work with language in kindergarten. The main goal is not only to enrich children´s vocabulary but also to guide them to understand and to use words correctly. The author deals with some active methods and aids recommended especially for work with more difficult types of words (abstract nouns, metaphors, synonyms, polysemy).

518. RHEINGOLD, H.L. - ADAMS, J.L.: The significance of speech to newborns.

Developmental Psychology, 16, 1980, No.5, pp.397-403.
14 refs.

The study was designed to find whether adults talked to their infants immediately after birth, how they talked to them and what could be the effects of adult speech on language development and the development of social relationships in children. The experiment was conducted in a maternity ward where the personnel spoke to infants one to eleven days old. The speech of the adults to the newborns was registered in the form of written protocols. The material was analyzed from the viewpoint of the grammatical structure of speech, its content and also with respect to the attitude the adults showed towards the infants in their speech. The material was analyzed by two independent observers. The results showed that most personnel, both woman and men, spoke to most infants immediately from the first day. The adults spoke to the infants using grammatically correct sentences, sometimes of quite complex structures. The content was mostly restricted to comments of the adults on the behaviour and characteristics of the infants and to the adults' talking about their tending of the infants. The adults' speech also reflected their symphaties towards the infants. It included directives how the infants should behave in their own interest. In general,

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it was found that as early as that the newborns were able to induce speech in adults very effectively. The speech children have the chance of hearing from the first day may affect both the process of language acquisition in them and the development of their social behaviour in relation to adults.

9.1.2 Semantics

19. **KOLAŘÍK, J.:** K problematice zdrobnělin v mluvě dětí. /Concerning the problem of diminutives in children's speech./

Předškolská výchova, 35, 1980/1981, No.2, pp.25--27.
6 refs.

The author responds to the opinions that diminutives should not be used in communication with children. The Concise Dictionary of the Czech Language contains 6030 diminutives. These words denote a factual differentiation: objects smaller than the norm, an individual as compared with the whole, specialization, a shift in, transfer of meaning. Diminutives accompany pleasurable feelings and tender relationships. There are many diminutives used in the Czech language and, therefore, they cannot be excluded from children's speech. The misunderstanding lies in not grasping the difference between the quantity of diminutives used and their misuse, word distortion. Too many diminutives in children's vocabulary are, by far, not as harmful as vulgarisms may be.

520. PAČESOVÁ, J. - WOTKEOVÁ, Z.: Zdrobněliny v dětské řeči. /Diminutives in children's speech./
Predškolská výchova, 34, 1979/1980, No. 9, pp. 231-233.

Speech therapists and phoneticians are often of the opinions that diminutives are challenging words, difficult to be managed by young children and, accordingly, should not be used in conversation with them. An analysis of the vocabulary of children aged two to three years, i.e. the period when children's acquisition of language is most productive, shows that diminutives are in an overwhelming majority, especially nouns. Unlike an adult who uses a diminutive to express most often a quantity, dimension, a child expresses by a diminutive its attitude, a person or thing the child likes, finds pleasing, i.e. mostly positive qualities. This is why a child does not avoid diminutives by any means, rather it uses them actively even though often in phonetically imperfect forms. Diminutives constitute an enormously animate and important component of children's vocabulary and cannot, therefore, be excluded from the speech of adults when they communicate with children. In view of their high emotional charge they constitute the basic "building stones" of child language.

9.2 Developing speech

521. ANDRLOVÁ, M.: Logopedická péče již v mateřské škole. /Logopaedic care as early as kindergarten./ Predškolská výchova, 34, 1979/1980, No.12, pp.331--332.

A teacher describes how to use play and games in teaching correct pronunciation. She makes use of these elements during the whole day, in occupations and in free time. She describes various didactic games, puzzles and puns relevant to the practising of specific speech sounds.

522. BABIĆ, N.: Prilog prouchavanyu upotrebe tekstova u radu na razvoyu i bogatsenyu ryechnika dyetse predshkolske dobi. /A contribution to the application of text when developing and stretching the vocabulary of preschool children./

Pedagoshki rad, 35, 1980, No.5-6, pp.247-257.
1 table, 13 refs.

The author describes the developing of children's vocabulary and their conceptual thinking. He distinguishes between active and passive vocabulary, stressing the importance of passive vocabulary and the proper comprehension of word meaning. He illustrates his views by his own reserach designed to investigate how children understand the meaning of some words (such as partisan, victory, mother country, etc.).

523. BAKSANOVA, A.: Dialogichnata rech - forma za aktivizirane na rechevata deynost. /Dialogue as a form of speech activation./

Preduchilishtno vaspitanie, 28, 1980, No.4, pp.8-12.

Both dialogue and monologue as two different forms of speech have to be developed parallelly in kindergarten children, yet by employing different methods. As regard dialogue, children must learn to ask questions first and, subsequently, they have to learn to answer them (in the senior kindergarten classroom). The author describes various suitable forms of work with children, based on her research.

524. **BARAŇÁK, A.:** Rozvíjanie správnej výslovnosti hlások. /Developing correct pronunciation od speech sounds./

Predškolská výchova, 35, 1980/1981, No.4, pp.12-14.

Gipsy children who have not had any preparatory training in kindergarten usually cannot cope with the subject-matter in the first form of primary school. The language education of these children in kindergarten plays a primary role, for language facilitates development of the mind. It is benefical if Gipsy children are integrated into a class with the other children.
Nearly all Gipsy children have speech defects. The drilling of individual speech sounds is based on the combination of speech and motor factors. It begins with breathing exercises, later on combined with movement (marching, trotting, running). Simultaneously with the drilling of articulation of individual speech sounds, the pace, rhythm and dynamics of countinuous speech are developed and practised. Rhyming verses, songs and locomotive games are used for this purpose.

525. **BÁRTOVÁ, J.:** Dokončování příběhu dětmi. /The completing of a story by children./

Predškolská výchova, 34, 1979/1980, No.5, pp.129-130.

A teacher describes her experience of the completing of a story by children of middle preschool age. She uses questions to guide children towards active thinking, she purposefully encourages the development of imagination. She guides older children to develop plausible stories. She narrated stories using pictures and later on she switched to pictures of children and still later, to pictures of adults. Children's story-telling may help the teacher get a picture of the state of development of their vocabulary and coherent speech, the level of grammatical correctness, their verbal expression, etc.

526. CARDOVÁ, J.: Jazyková výchova při ranních hrách. /Language education during morning games./
Predškolská výchova, 35, 1980/1981, No.4, pp.20-24. 8 photographs.

A number of events have been organized in the district of Prague 9 to help teachers develop the language skills of children, culminating in a conference on language education. The author describes how she makes use in the middle and older groups of subject-oriented games requiring that the children should try to make themselves understood with their peers and encouraging them towards dialogue. In the first place, it is important that every game should be based on a specific synopsis, for example, children went shopping with the teacher to get the ingredients and they made dough to the accompaniment of a detailed verbal instruction. The cooks made a cake in the kindergarten. The children decorated it and celebrated their peers' birthdays. This preparation enormously enriched playing shopping, mummy, birthday celebrations. Similarly, they made use of a visit to the post-office, a library, etc.

527. GERBOVA, V.V.: *Zanyatiya po razvitiyu rechi v sredney gruppe detskogo sada.* /Occupation designed to develop speech in the middle group of kindergarten./

Moscow, Prosveshcheniye 1978.
Reviewed by: Dementyeva, I.: Ged raboty po novomu posobiyu.
Doshkolnoye vospitaniye, 1980, No.4, pp.78-79.

The publication presents a selection of interesting occupations, recommends methodological procedures based on the results of latest pedagogical research and the author's extensive research studies. It generalizes materials dealing with the development of speech in five-year-old children, requirements concerning the organization of occupations, methods of teaching. Attention is paid to teaching the sound quality of speech and developing phonematic perception. The publication has been in practical use for a year and has been found very useful.

528. GERBOVA, V.V. - MAKSAKOV, A.I.: Zanyatiya po rasvitiyu rechi v pervoy mladshey gruppe detskogo sada. Iz opyta raboty. /Occupations developing speech in the first junior group of kindergarten. Practical experience./

Moscow, Prosveshcheniye 1979. 160 pages.
Reviewed in: Doshkolnoye vospitaniye, 1980, No.1, p.64.

The publication deals with the methodology and the content of developing the speech of three-year-old children. It is based on the Curriculum of Educational Work in Kindergarten. It incorporates examples of plans of occupations, describing in detail their objectives and contents. It is designed for teachers and methodological workers.

529. BERBOVA, V.V. - MAKSAKOV, A.I.: Zanyatiya po razvitiyu rechi v pervoy mladshey gruppe detskogo sada. Is opyta raboty. /Occupations developing speech in the first junior group of kindergarten. Practical experience./

Moscow, Prosveshcheniye 1979. 160 pages.

Reviewed by: Teplyuk, S. - Sotnikova, V.: Novoye posobiye po razvitiyu rechi. Doshkolnoe vospitaniye, 1980, No.2, pp.68-70.

530. HERTIG, J. - LARANÉ-GESTA, F.: Léger troubles d´articulation fréquentes à l´école maternelle. /Minor articulation problems - a frequent phenomenon in kindergarten./

L´éducation enfantine, 1980, No.9, pp.31-32.

The article is a continuation of a series of practical articles focused on the drilling of the correct pronunciation of speech sound pairs; the articles were published in Nos. 4-8 of the journal L´éducation enfantine 1980. Three types of speech problems have been observed in preschool children: phonetic (pronunciation) problems, vocabulary problems and syntactic problems. The best age for correction of pronunciation is five to six years; it should be done in cooperation with the family and with the help of a specialist.

531. HERTIG, J. - LARANÉ-GESTA, F.: Sensibilisation aux phonémes "T" et "D". /Sensibilization of phonemes "T" and "D"./

The article presents a phonetical analysis of phonemes T and D, including instructions and material (rhyming, verses, games, songs) for practising. It is the first of a number of articles focused on the practising of the proper pronunciation of pairs of phonemes. The articles were published in Nos.5 (pp.27-28), 6 (pp.29-30), 7 (pp.27-28), 8 (pp.29-30).

532. HOGAN, M.: Working together - early childhood teacher and speech pathologist.

Early childhood education, 13, 1980, No.1, pp.9--11.

3 refs.

The author deals with the preparation of five--year olds for school in an early childhood services classroom, especially from the language point of view. Children come to this special classrooom from various family backgrounds, with various abilities, intellectual and language skills. The task of the teacher is to prepare children for school especially by developing their skills of communication. Communication skills are categorized into receptive skills (the ability to understand what people around us say) and into expressive skills (the ability to answer people). The teacher's objective is to create such a classroom climate as would help children improve their communication skills (to guide them to listen attentively to what other people say, to give them sufficient opportunities to express their thoughts and to guide them to improve their skills of expression). The teacher must provide sufficient opportunities for developing communication skills in the family as well, by cooperating with parents. Only a child that will come to school with sufficiently developed communication skills will continue to improve them both at school and at home. On the contrary, a child that will come to school without communication skills will acquire them very slowly or will make no progess at all. Such children need qualified help (a specialist - a speech pathologist works in the schools in Calgary helping children overcome communication problems). The teacher must be able to identify the child in a normal classroom that needs help with communication. This child will be made familiar with the communication skills of normal five-year-old children. The author goes on to classify communication problems identified in the early childhood services classroom. They are the following categories:

1. articulation - a child is not able to utter one or more speech sounds;
2. language - a child is not able to express its thoughts in a gramatically acceptable speech;
3. lack of continuity, or stutter;
4. loudness;

5. receptive problems - a child understands the speech of others with difficulty;
6. hearing problems.

A child may have articulation problems with one or two fricatives, such as (s, z, r, e, th) or even with several speech sounds. A child that uses "th" for "s" and "r" usually has problems with the front teeth and lips (sometimes simply suggesting to the parents what to do will remedy the problem, in other cases a speech pathologist will have to help with the practising of correct pronunciation). Language problems may concern vocabulary, grammar, incomprehension of the speech of others. Problems in all these spheres may often be observed in one child. Children with serious language problems use the so-called "telegraphic language" (they leave out articles and adjectives). If a child has vocabulary problems it is because it does not have a command of enough words to express its thoughts. If a child does not respond adequately to the speech of other persons or is not able to follow the direction of conversation, it has receptive language problems (such children need the help of a speech pathologist). Children get help in the early childhood services classrooms aimed at overcoming problems by the continuous repetition of difficult words and phrases. Children with speech loudness problems are subjected to exercise in the early childhood services classroom and if problems persist, they are referred to an otolaryngologist.

Early remedy may help to alter the quality of voice; without correction it would become a permanent defect. The author stresses the importance of the early childhood teacher and the speech pathologist in providing quality language preparation for school and further study.

533. HRAPKOVÁ, O.: Starostlivosť o reč detí v predškolskom veku. /Taking care of the speech of preschool children./

Otázky defektologie, 23, 1980/1981, No.5, pp.235--236.

The author analyzes the problem of insufficiently developed speech of children coming to the first form of primary school. She points to the growing rate of speech problems and the insufficient amount of care given to the speech of preschool children.

534. HUSÁKOVÁ, S.: Jazyková výchova cikánských dětí. /Language education of Gipsy children./

Predškolská výchova, 34, 1979/1980, No.12, pp.336--337.

The author describes the experience of running an all-week kindergarten for Gipsy children. The language standards of these children are very low, for most parents talk Gipsy with their children. The fulfilment of the programme of educational work must be adapted to the language skills of the children. Language education permeates all activities conducted during the day. During walks children learn not only to observe, but also to name and describe processes and things. Early evening time, before the children go to bed, is used for establishing an emotional relationship with the children. The teachers read them fairy tales and bed-time stories. Thanks to the limited number of children in the classroom it is possible to devote to them individual care in developing their language.

535. KOPŘIVOVÁ, A.: Aby lépe mluvily .... /So that they may talk better ..../
Děti a my, 10, 1980, No.3, pp.6-7.
2 photographs.

The author deals with the problem of inadequate education of children concerning proper verbal expression. The results of a survey conducted in 1976-1977 showed that the pronunciation of almost 30% of six- to seven-year old children was incorrect. The increasing demands on the work of speech therapists and the growing number of children referred to speech therapy clinics are a clear indication of the fact that children's verbal expression is not up to a standard which would meet schoolroom and social requirements. This testifies to the inadequate care parents devote to language development in the family. Parents do not talk enough with their children. The language of children is limited both with respect to form and content. It is not in the power of either kindergarten or primary school to compensate for the shortcomings caused by family education. In the U.S.S.R., G.D.R., a number of Western European countries and in the U.S.A. speech therapy is done in small groups and it is based on imitative reflex and appropriate motivation. This type of speech therapy has so far been tested experimentally in three kindergarten in Prague. The author describes her own experience in speech therapy, demonstrating and analyzing her own methods of work used in group therapy. She discusses the problem of the special training a speech therapist needs for group therapy. Parents have to work together with the speech therapist to practise and develop their children's speech. In exceptional and serious cases, it is necessary to work with a child individually from beginning till end of the therapy. Group speech therapy will continue to be developed and expanded.

536. MAKSAKOV, A.I. - TUMAKOVA, G.A.: Uchite igraya.
/Teach through play./

Moscow, Prosveshcheniye 1979.
Reviewed by: Glushkova, K.

Doshkolnoye vospitaniye, 1980, No.6, p.74.

The publication contains verbal games and exercises for children aged two up to seven years. By means of games children learn to identify the diversity of speech sounds in words, to divide words into syllables, to recognize word stress; an interest is incited in them in word formation and semantics. An annex presents puns, word puzzles and counting-out rhymes supplementing the text. The publication is designed both for kindergarten teachers, parents and teachers of infant classes.

547. PAVLOVÁ-ZAHALKOVÁ, A.: Když nemluví správně. Patlavost-dyslálie. /When a child does not talk properly. Gibberish - dyslalia./

Rodina a škola, 27, 1980, No.12, p.4.

The article contains, in addition to a summary of the types of gibberish, detailed instructions for parents how to prevent speech defects in their children. Speecheducation is still underrated by some parents; as a result, the stage of common physiological gibberish becomes fixed and incorrect pronunciation turns into defective pronunciation persisting even at a later age. A child must be exposed to patterns of correct and clear pronunciation. The content of speech must be adequate with respect to a child's level of mental development, associated with specific things and situations, it must be purposeful and entertaining. Even the melody of speech should be adequate, as well as the intervals of pauses.

538. PAVLOVÁ-ZAHALKOVÁ, A.: Rozvíjení představ, pojmů a kultury řeči. /Developing concepts, notions and speech quality./

Rodina a škola. 27, 1980, No.6, p.6.

These are suggestions for parents how to use language exercises, locomotive games to verbal accompaniment, puzzles, rhyming verses and discussion over pictorial books to develop the speech of preschool children.

539. PAVLOVÁ-ZAHALKOVÁ, A.: Rozvíjení slovní zásoby, představ, pojmů a kultury řeči. /Developing vocabulary, concepts, notions and speech quality./

Rodina a škola, 27, 1980, No.5, p.6.

These are suggestions for parents how to develop successfully the speech of preschool children. The author presents a number of methods stretching active vocabulary, building up an awareness of the structure of language, perfecting the expressiveness and continuity of speech.

540. PAVLOVÁ-ZAHALKOVÁ, A.: Úprava výslovnosti. /Correction of pronunciation./

Rodina a škola, 27, 1980, No.4, p.6.

These are suggestions for parents how to correct the pronunciation of their children. The author presents a number of drill games, including rhythmic and breathing exercises improving the functioning of the articulatory organs. When practising, children must combine auditory and visual perceptions with motor and kinesthetic perceptions.

541. PUMPALOVA, E.: Kolektivniyat razkaz - efektivna forma za obogatyavane na svarzaniya govor v IV grupa. /Collective narration - an effective form of speech enrichment in the 4th group of kindergarten./

Preduchilishtno vazpitanie, 28, 1980, No.3, pp.35-39.

Preschool age is a period of acquiring an active command of the spoken form of language. Collective narration plays an important role in this process.

On the basis of her own experience the author analyzes the importance of collective narration and presents a number of methodological guidelines concerning this form of work.

542. *Razvitiye rechi detey doshkolnogo vozrasta. Posobiye dlya vospitatelya detskogo sada.* /Developing the speech of preschool children. A handbook for kindergarten teachers./ Edited by F.A. Sochina. 2nd revised edition.

Moscow, Prosveshcheniye 1979. 223 pages.
Reviewed by: Chanova, I.
Doshkolnoye vospitaniye, 1980, No.1, p.64.

The publication interprets the content and methods used to develop speech and to teach the mother tongue in kindergarten. The authors elucidate the specificity of such work with children of junior, middle and senior preschool ages. A special chapter is devoted to developing speech at an early age, including questions of continuity of work with children of infant and junior preschool ages. The other chapters are entitled: Continuous Speech, Developing Speech Through Familiarization with a Literary Work, Preparation for Reading and Writing, a Teacher's Speech, Planning and Assessment of Work.

The practical material and methodological guidelines will help teachers organize games and occupations focused on cultivating the sound quality of speech and developing children´s vocabulary. The publication is designed for teachers and methodological workers,

543. THAUVIN, P.: Dites-le avec des mots .... /Say it in words .... ./

L´école maternelle française, 1980, No.1, pp.30--32.

In his brief article P.Thauvin, headmaster of École normale (a teachers´ training institution), discusses the importance of developing speech and cultivating it in children and youth, beginning with kindergarten. He stresses its importance by analyzing psychologically speech as a tool of communication and human thought.

544. TUMAKOVA, G.: Igry i igrovyye uprazhneniya so zvuchashchim slovom. /Games and exercises with the spoken word./

Doshkolnoye vospitaniye, 1980, No.1, pp.21-26.

Children´s preparation for reading and writing is based on the formation of correct intonation and clear pronunciation. Children should also be taught to analyze the structure of a word, to divide it into syllables. The author recommends to play five- to seven-minute-long games and exercises twice a week. They should be conducted outside occupations, during walks, observations, etc. The games are described in detail in the publication "Uchite igraya" by A.I.Maksakova and A.G.Tumakova, Prosveshcheniye 1979 (Learn through play). Such games stimulate children's intellectuval and speech activity, enhance their interest in words, foster in them the ability to assess a completed task.

545. USHAKOVA, O.: Razvitiye rechi detey na zanyatiyakh. /Developing children's speech during occupations./ Doshkolnoye vospitaniye, 1980, No.10, pp.38-43.

The author informs about the work done to develop the tasks stipulated in the curriculum of educational work in the field of developing speech into a system organically incorporating all aspects of language development (phonetics, vocabulery, grammar). The basic principle of the system developed by the researchers of the scientific research institute for preschool education of the Academy of Pedagogical Sciences of the U.S.S.R. is a comprehensive approach to the solving of all tasks concerning language development. Nevertheless,

attention to language development should be paid in other occupations, such as familiarization with one's neighbourhood, literary works and even outside occupations (teachers' talking with children during walks, etc.). The system has been tested in a preparatory kindergarten classroom. It consists of 36 occupations. One occupation is done per week, made up from three parts: 1. continuous speech - grammar - development of vocabulary; 2. continuous speech - grammar - sound quality of speech; 3. continuous speech - development of vocabulary - sound quality of speech. The last occupation of the month is devoted to only one of the three components.
The following types of occupations have been found useful in developing continuous speech: narration of a story or fairy tale by children, interpretation of a picture, creative narration. The article is supplemented by examples of methodological procedures and a detailed description of an occupation.

9.2.1 Foreign language

546. ASADULLIN, A.: Voprosy razvitiya russkoy rechi v natsionalnykh detskikh sadakh. /Some questions concerning the development of the Russian language

in nationality kindergartens./

Doshkolnoye vospitaniye, 1980, No.8, pp.17-20.

These kindergartens endeavour to teach children to understand Russian, to answer questions and to ask questions about well-known phenomena surrounding them, to teach children to pronounce correctly Russian words and simple sentences. The teaching of the Russian language is based on dialogues about real and well-known objects (toys, fruit, clothes, etc.). Thirty-five topics have been developed. It is recommended to make use of task-oriented games, dramatization, looking at pictures and slides, learning rhyming verses, puzzles and songs. The main stages of working with children are the following: 1. acquisition of four to five words during each occupation, 2. familiarization with these words in the form of a dialogue with the teacher and between the children, 3. reading and narration of simple texts, 4. work with pictures, 5. learning short verses and songs, 6. puzzles, 7. games.

It takes several days to develop one topic; the material must therefore be continuously modified. Two hundred words have been selected for kindergarten use. They are easy to pronounce and can be used in various syntactic structures. The author mentions in his article a set of words selected for the topic Toys. All objects to be discussed in each occupation must be prepared beforehand, either real or a picture of them. The author presents a demonstration of an occupation dealing with the topic Domestic Animals.

547. BARANTAYEVA, M.: Obucheniye russkomu yazyku v doshkolnykh uchrezdheniyakh i podgotovitelnykh klassakh natsionalnykh shkol. /Teaching the Russian language in preschool facilities and in preparatory classrooms of nationality kindergartens./ Doshkolnoye vospitaniye, 1980, No.7, pp.26-27.

The author describes experience from the Altaic autonomous region. Kindergarten endeavour to foster in children an interest in the Russian language and to prepare them for learning it at school, to make children's ears accustomed to hearing Russian words, to prepare children's articulatory organs for the correct pronunciation of Russian speech sounds and words; to provide children with a vocabulary of the most frequent Russian words and sentences, to teach them to use it in colloquial speech; to teach children form simple phrases in Russian, to use words in their correct grammatical forms.
In multi-classroom kindergartens and where teachers have mastered both their national language and Russian, the teaching of Russian is organized in the form of occupations. The other method, spontaneous teaching of Russian, especially in single-

-classroom kindergartens, has proved inefficient. If the teacher does not have a good command of the Russian language, children acquire wrong habits. Many children live with their parents on remote farms, they do not hear practically any Russian and come to school unprepared. This is why the author suggests to introduce organized teaching of the Russian language into nationality kindergartens; to organize special summer classes of Russian for children who do not attend kindergarten; to appoint teachers with a perfect command of Russian for teaching in the classes attended by the oldest children; to perfect systematically teachers' knowledge of Russian. In 1978 schools began to establish preparatory classrooms for six-year-old children of non-Russian nationalities. The methods of work and the organization of the day are similar to those used in kindergarten. A lot of attention is paid to didactic games in which children learn easily Russian words and phrases, practise speech in the form of dialogue and monologue. During one year children acquire and learn to use 750-800 words.

548. Il bilinguismo nella scuola materna. /Bilingualism in kindergarten./

Scuola materna, 67, 1980, No.8, pp.503-509.

The editor of the journal discussed, with prominent linguists and educators, the problem of bilingual teaching in bilingual regions and in unilingual regions, some special problems concerning the relation of dialects to the literary language, experience from teaching in two languagues in kindergarten.

549. FEDOROVA, Ye.: Nekotoryye voprosy obucheniya russkomu yazyku v yakutskykh selskikh detskikh sadakh. /Some questions concerning the teaching of the Russian language in Yakut village kindergartens./

Doshkolnoye vospitaniye, 1980, No.9, pp.30-31.

Yakut chools started to teach Russian from the first class in 1963. This is why in the following year kindergartens introduced Russian language classes as well. A methodological handbook was issued in 1970. Vocabulary is arranged according to topics; these are practised in several occupations. Every new word is practised in simple phrases, in various associations with a verb, adjective, numeral, etc. Children will thus acquire basic skills in the Russian language. To develop colloquial Russian, verses are read to children outside occupations, they learn songs and dances, dramatize simple fairy tales and stories, organize various subject-oriented games.
A lot of attention is paid to generalization of

positive experience, teachers´ training and development of methodological handbooks.

550. FÖLDESOVÁ, H.: Utváranie artikulačnej bázi slovenského jazyka. /Formation of the articulatory foundation of the Slovak language./

Predškolská výchova, 35, 1980/1981, No.3, pp.15--17.

At schools with instruction in the Hungarian language Slovak is taught from the first class. This is why the Programme of educational work for kindergartens where Hungarian is the teaching language incorporates the objective of children´s familiarization with the Slovak tongue. The direct method is used, children are surrounded by the foreign language, without the mediation and help of the mother tongue, i.e. unconsciously, intuitively, without the comprehension and awareness of grammatical and lexical rules. The teacher creates situations in which children begin to imitate sounds and whole words. Thus, they will acquire a limited, nevertheless sufficient vocabulary and will acquire a basic awareness of the grammatical structure of the Slovak tongue. Vocabulary is built up by familiarization with and reinforcement of the knowledge of persons, objects and processes taking place in one´s vicinity. The teacher endeavours to make it more accurate and to

reinforce it by questions.
In occupations, the teacher works with the whole group and, parallelly with each child individually. The following methods of children's familiarization with the Slovak language are used: narration, didactic games, observation and handling of objects, description of an object or picture, listening to fairy tales, poems, rhyming verses, songs, musical and locomotive games, dramatization. The teachers of kindergartens where Hungarian is the teaching language have been to a course on the new programme of educational work and the formation of an articulatory foundation of the Slovak language in five-year-old children.

551. PRINCOVÁ, I.: Nový program výchovnej práce v národnostných materských školách. /The new programme of educational work in nationality kindergartens./

Predškolská výchova, 34, 1979/1980, No.9, pp.242-243.

In conjunction with the implementation of the new concept of preschool education in kindergartens where Hungarian is the teaching language, a section has been established at the Regional Pedagogical Institute for kindergartens using Hungarian as the teaching language. It organizes seminars with practical demonstrations of expecially those sections of the curriculum which have been modified

most with respect to the specificity of the Hungarian language. In view of the fact that primary schools have introduced the teaching of Slovak from the first class, continuity has to be provided, i.e. children have to become familiar with the language as early as kindergarten. The results of a survey conducted by the Pedagogical Research Institute in Bratislava and practical experience indicate that five- to six-year-old children are able to acquire some of the basic vocabulary of the Slovak language and the principal method of its usage, when the language is conveyed to them in a natural, playful manner. To achieve this goal, however, it is necessary that teachers should have a perfect command of Slovak. This is why courses have been established to perfect the language and pronunciation of teachers. In addition, didactic material has been developed to improve auditive perception when pronouncing Slovak.
The efforts to lay the articulatory foundation of the Slovak language in kindergarten has met with a positive response both of the general public and especially of parents.

552. SCHMIDTOVÁ, O.: Z práce kabinetu predškolskej výchovy. /Concerning the work of the preschool education centre./

Predškolská výchova, 35, 1980/1981, No.3, pp.17-19.

The author informs about the activities of the preschool education centre of the Pedagogical Institute in Bratislava. The centre devotes a lot of attention to the cyclic training of headmistresses and kindergarten staff, of beginner and unqualified teachers and preparatory classroom teachers. It organizes methodological days for headmistresses with several years' practice, to exchange experience and raise their skills of analyzing and assessing educational and teaching work. As regards teachers, the centre organizes courses they can attend according to their field of interest (for example, speech therapy minimum, flute lessons, didactic techniques of puppetry, work education).
Beginner and unqualified teachers get help in the form of consultations, visits, recommendations of suitable specialized and political literature. Methodological material has been developed for preparatory classroom teachers to help them draw up plans.

10. INTELLECTUAL DEVELOPMENT, INTELLECT EDUCATION

553. BENEŠOVÁ, E.: Rozvíjení poznání. /Developing cognition./

A teacher describes occupations designed to teach children to distinguish the diverse properties of seemingly similar materials (threads, rope, wire, rubber), later on flat materials (paper, cardboard, metal sheet, wood). By comparing the properties of materials children verify their existing knowledge and discover some new aspects. They remember the appearance and properties of different materials and learn to use them accordingly and with skill. During walks they are encouraged to notice what materials have been used to make various things. They enjoy solving puzzles about material identification.

554. BOLOTOVA, A.: Formirovaniye vospriyatiya vremeni. /Forming time perception./

Doshkolnoye vospitaniye, 1980, No.11, pp.34-35.

This is information about a study designed to investigate and characterize some aspects related to the developing of cognitive processes in preschoolers, especially time perception. It has been found that the organization of the day significantly affects time perception. Children become aware of time through activities repeated at a specific time of the day. Children find practical orientation easier in comparison with the acquisition of time concepts. This is due not only to the nature of cognitive activities, but also due

to the method of teaching used in kindergarten.
A spontaneous, independent acquisition of time concepts comes relatively late. This is why organized learning is necessary.
The author describes an experiment based on a didactic game comprising tasks designed to enable acquisition of time concepts. The subject of the game created situations facilitating the acquisition of concepts such as currently, sooner, earlier, later, etc. The experiment was based on the method of forming intellectual activities in the following stages: first stage - explanation of the rules of the game (material form of behaviour), second stage - active description of the course of the game (verbal form of behaviour), third stage - children answered questions (intellectual form of behaviour), - fourth stage - - children organized the game independently; this showed to what an extent children had become familiar with time concepts. Conclusions: time concepts had formed in children relatively quickly (in the course of three to five occupations).
A prerequisite was an activity combined with demonstrative play and an educator's accompanying explanation.
Games reflecting everyday situations combined with teaching in stages contitute an effective method of developing and perfecting cognitive processes in children.

555. TSEKHANSKAYA, L.: O nekotorykh osobennostyakh osvoyeniya obobshcheniy. /Some specific features related to the practising of generalization./

Doshkolnoye vospitaniye, 1980, No.7, pp.31-34.
7 figs.

This is information about a survey designed to investigate the nature of generalizations made by preschoolers. A group of children was investigated working according to an experimental curriculum focused on development of cognitive skills (see Doshkolnoye vospitaniye, 1979, No.5, p.36). The researchers used the method called "The fourth is redundant"; children were asked to define a generalizing concept for three objects out of the four depicted. This method had been developed to study conceptual thought and the ability of generalization; to find the logical reasoning behind a choice, the ability to find a correct verbal formulation. Twenty-seven children aged four to five years took part in the experiment. A number of occupations had been conducted with them before, dealing with the topic of children´s familiarization with nature. An analysis of the children´s answers enabled to divide them into four groups according to characteristics the children had decided for in solving the task: 1. on the basis of random characteristics, 2. on the basis of sensory characteristics, 3. on the basis of content characteristics, 4. on the basis of general characteristics. The data show that occupations focused on developing the ability of generalization cannot alone result in logical forms of thinking and in mastering the skill of generalization. Five-year olds adopt a comprehensive approach to generalization. This, in itself, is not a drawback with respect to a child's intellectual development. It constitutes one of the regular stages of development and is accompanied by a number of positive features that should be encouraged and respected in intellectual education. The application of different methods of generalization may be effective only if teaching is orientated towards identification of such methods and if children become gradually aware of the existence of either factual relationships among objects or, on the contrary, logical relationships.

556. TSEKHANSKAYA, L.: Rasseyennost li eto? /Is it absent-mindedness?/

Semya i shkola, 1980, No.12, pp.33-34.

There are often complaints raised in conjuction with older preschoolers and young schoolchildren that they get easily distracted from work, forget to put away their toys, things, etc. Is it perhaps lack of memory? A three-year-old child behaves

spontaneously, on an immediate stimulus or impression. Gradually, the foundations for intentional behaviour are being built in it, of behaviour subordinated to specific intentions. But even towards the end of the preschool period a child's behaviour is still impulsive to a great extent. It may be inferred that a child's absent-mindedness is not the result of a weak memory, rather of the fact that the child is not able to control its own behaviour completely. Adults must form in children the foundations for intentional behaviour. A child should be given adequate, yet gradually more demanding assignments.
A child should be guided towards being able to define an objective and making efforts to meet it; this may be achieved through play, execution of various learning tasks and household chores. A child should get help to learn how to plan one's work, how to do it. With tactful guidance older preschoolers will learn to control their attention and to assess the results of their behaviour. This plays a very important role with respect to preparation for learning at school.

557. Diagnostika umstvennogo razvitiya doshkolnikov. /Diagnosing the intellectual development of preschool children./ Edited by L.A.Venger and V.V. Kholmokskaya.

Moscow, Pedagogika 1978. 245 pages.

Reviewed by: Pottová, M.
Predškolská výchova, 32. 1980/1981,
No.1, pp.26-28.

The publication reports about the course and results of a survey designed to develop and test methods to be used in identifying the level of intellectual development of children aged three to seven years. The authors also point to problems that may arise in the course of a seven-year experiment.

The system of diagnostic methods that has been developed is focused on an identification of a child´s general level of development and is based on totally different premises than the testing systems used in the West. The above system makes it possible to discover whether the development of a child being educated in kindergarten is in compliance with the mean age norm or whether it deviates from it. The final results of the study are presented in an annex, including descriptions of diagnostic materials and suggestions how to observe children. The publication does not represent a practical aid for diagnosing, but it can be used by experienced educators in cooperation with psychologists as a reference book in diagnostic practice.

558. Éveil à l'esprit scientifique. /Awaking the scientific spirit./

L'école maternelle française, 1980, No.4, pp.5-8; No.5, pp.5-8; No.6, pp.4-5; No.7, pp.29-31; No.8, pp.4-5; No.9, pp.13-16.

This is a series of articles of a practical orientation concerning intellectual education. No. 4 deals with menageries kept in kindergartens located in towns. No. 5 describes how to familiarize children with food preparation. Nos. 6 and 7 answer the question whether it is possible to lay foundations in children for inciting their interest in history as early as early childhood. No. 8 analyzes children's questions concerning prehistoric animals. No. 9 outlines the possibilities of application of shadow pictures.

559. KAPLAN, L.: Ob individualnom podkhode v vospitanyi samykh malenkikh. /Individualized approach to the education of the youngest ones./

Doshkolnoye vospitaniye, 1980, No.9, pp.57-64.

The author bases his considerations on the theory that to educate a child means to know it well. He describes four typological categories of young children: 1. children with strong, steady nervous processes, 2. children with strong nervous processes, but a dominance of excitability, 3. children with inhabitions stronger than excitation, 4. children with weak nervous processes. He describes the characteristics typical of each category, as well as children's behaviour and recommends procedures to be used specifically for each category to guarantee a child's harmonious development and to provide correctives for type-determined behaviour. The type of the higher nervous activity is permanent and its ignoring might result in a one-sided development. Type-determined specificities are most marked in the first years of life. Other individual features are formed as a result of education. Their formation is also affected by the typological specificities of the nervous system; they either create conditions favourable for the education of specific traits or they hamper the formation of some other traits. This is why individualized approach is necessary. The rapid pace of development of children in early childhood sometimes results in individual deviations. Some children develop more rapidly in certain directions, other children develop more slowly. A slower development may be the result of inadequate or incorrect care.

The author presents a system of occupations and play assignments for children from one to two years making it possible to identify the results achieved in a child's intellectual development; at the same time, they are suggestions how to

occupy oneself with a child: 1. To handle objects according to their specific nature (to feed a doll with a spoon), 2. to choose objects according to a pattern (to pick an object an adult points at), 3. to choose an object according to its characteristics (colour, shape or size), 4. children from 18 months should pick an object determined by two of its characteristics (shape and colour), 5. children from 21 months should pick objects identical in shape, size and colour, 6. they should imitate the behaviour of an adult (such as manipulation with a toy), 7. they should manipulate with substitutes of objects, with pictures (to dress a paper doll). These occupations have been developed to practise symbolic thinking in children, in its initial stages.
A child's individual traits reflect in the fulfilment of the above tasks.

560. KAZANU, V.: Orientirovaniye v prostranstve. /Spatial orientation./

Doshkolnoye vospitaniye, 1980, No.5, pp.49-51.

The author informs about a study designed to form in children the ability to generalize spatial orientation. The results of preceding experiments (Zaporoshets, Elkonin, Venger, Poddyakov) hav shown that preschoolers were able to orientate according to models and patterns which, in a generalized form, represented the characteristics of and relationships among things. The above experiment aimed at a specific objective: to guide children to understand scale. Twenty-five children aged five- to seven years were set a number of assigments, such as to compare and find one object (a house, a street) on two plans the scales of which were different. It took several occupations for the children to understand correctly the relationship between these two plans and to determine the real sizes and distances on them. They had learned during the experiment to comprehend, in an abstract form, the real distances between places.

561. KLINDOVÁ, L.: Diferenciácia výchovných postupov. /Differentiation of educational procedures./

Predškolská výchova, 35, 1980/1981, No.1, pp.10-14.
2 tables.

The author recalls previous studies indicating that children with least developed intellect profited the most from a stimulating programme, whereas children with the most developed intellect profited the least from such stimulation, the level of their intellectual abilities increased only slightly. The author wonders whether the developing programme used in the study was effective enough for all the children involved. Another experiment has been carried out to discover whether it is

possible to stimulate more effectively the intellectual development of the most advanced children; it investigated sixty children with above-average intellectual abilities from various schools in Bratislava. The developing programme incorporated exercises more demanding with respect to the level of intellectual activity: identification of relationships, generalization, judgement, comprehension of meaning, etc. The highest increment, in comparison with the control group, has been observed in the verbal part of the examination, in the subtest called Similarities (up to 48,8%). This programme has contributed to the reinforcement and improvement of children´s intellectual activities required in comparison, categorization, generalization, comprehension of word meaning. These are the essentials of logical thought and their applicability is universal.
The programme of educational work positively stimulates the intellectual development of children in the oldest age group and, to some extent, stimulates the development of the intellectually most advanced children. The experimental stimulating programme has achieved better results in developing the intellectual abilities of most advanced children in comparison with the results commonly achieved in current kindergarten practice. Differentiated procedures will have to be applied in compliance with the level achieved by children to ensure that the development of most advanced

children makes a steady progress. Differentiated educational tasks will have to be developed so as to be effective not only for children whose level of development is substandard or standard, but also for the intellectually most advanced section of the preschool population.

562. KLINDOVÁ, L.: Intelektová stimulácia a trvanlivosť jej účinku u detí predškolského veku. /Intellectual stimulation and the permanency of its effects on preschool children./

Psychológia a patopsychológia dieťaťa, 15, 1980, No.1, pp.7-17.
7 tables, 18 refs.

The author has developed a programme stimulating the intellectual abilities of preschool children. (The subjects were a hundred five-year-old kindergarten children.) The conclusions are based on quantitative and qualitative indices making it possible to compare the results achieved in the experimental and control groups in relation to the structure of intellect and the children's intellectual development. It has also been confirmed that the initial achievement differences influenced primarily by the level of the socio-cultural family background become gradually less marked.

563. KOCHUBEY, B.: Pervyye shagi poznaniya. /First steps towards knowledge./

Semya i shkola, 1980, No.1, pp.28-30.

The author describes stages in the development of observation by an infant in the first year of its life. The discovering of the world out of the initial chaos of perceptions is a complex process. Observation plays an important role in it. An infant's attention is attracted in the first month by objects undergoing a change or contrasting sharply with a neutral background. In the second month the inborn mechanisms of observation give way to the acquired ones. Through its spontaneous observation the infant has developed patterns of objects, for example the human face. Now the infant switches to a new mode of cognition: it will compare each object it perceives with the previously formed pattern. It is interested at this stage in objects somewhat different from the patterns it has acquired. As soon as the infant has become familiar with an object, its interest in it vanishes. What looked familiar and was interesting yesterday, ceases to be familiar today, i.e. uninteresting. This is how, influenced by objects which are dissimilar, the infant's concepts alter and expand. Their number increases.

Around the end of the first year a change takes place. The infant has so far perceived its surroundings only if actually present. Now its behaviour becomes influenced also by memories and concepts not immediately associated with what it is able to see or hear at the moment. For example, a four- to five-month-old infant throws away a toy as soon as it gets a new one. A twelve- to fourteen-month-old infant, when it gets another toy, will not throw away the toy it has had before, but will keep it. The infant is interested now not only in what is happening at the moment, but also in what is going to happen. A transition to the new mode of observation is realised through contact with adults. The infant´s observation, as well as perception and thinking, cannot develop without a sufficient amount of stimuli. The infant needs an inspiring environment and an adult´s participation in play. The adult´s face is familiar to the infant, but it changes with each kind of work, smile, it attracts the infant´s attention. The same is true of his or her voice. Observation of objects develops more rapidly if the infant becomes familiar with them in interaction with adults; for example, an adult should show a new toy to the infant, hide it, look for it, etc.

564. MIKO, F.: Recepčné a osobnostné zrenie dieťaťa.
/The receptive and personality maturing of a child./
Zlatý máj, 24, 1980, No.5, pp.282-287.

The author elucidates the correlation between cognition and imagination in a four- to six-year-old child. According to him, imagination is the creative assertion of a subject as a manifestation of self-realization on the gnoseological level. It is an extensive process, yet the phenomenon of imagination should not be conceived as absolute, i.t. as on opposite to cognition, for the process of imagination is based on cognition.

565. NOWAK-VOGL, M.: Begabung fällt nicht vom Himmel.
/Talent does not fall down from heaven./

Freiburg, Herder 1979.
Reveiwed in: Der Schweizerische Kindergarten, 70,
1980, No.4, pp.216-217.

566. PAVLOVA, L.: Ot lyubopytstva k lyuboznatelnosti.
/From curiosity to inquisitiveness./

Doshkolnoye vospitaniye, 1980, No.3, pp.61-64.

A child's cognitive activity develops as early as the first year of its life. It is combined with orientation responses. It is on this basis that a child's familiarization with the surrounding world begins and later on its manipulative activities with objects.
Orientation responses can be observed in an in-

fant as early as few hours after birth. Beginnings of cognitive activities can be observed around the third month. Dermal, or contact, sensitivity plays an especially important part in an infant's familiarization with the space immediately surrounding it. At first, an infant's hand touches objects at random, towards the end of the fourth month it begins to grasp them. By the end of the first year, the infant manipulates objects. Adults impart to an infant human forms of behaviour, name objects, demonstrate their uses, set tasks to it ('give it to me'). A year-old child's interest in an object is determined by the possibility of manipulating it. A child feels satisfaction resulting from an activity as such. It is impossible to recognize whether a child plays with an object or whether it is familiarising with it (turning it over, putting it into its mouth). It is not yet conscious inquisitiveness at this age, but it is necessary to recognise its beginnings in time. An adult must develop such efforts, give a child scope for independent activities. Such toys are suitable in this respect as can be manipulated: to make it possible to take them to pieces, to insert, to string on a thread, to open, etc. These activities contribute to the developing of conscious attention and concentration. A year-old child should be able to concentrate on one object for five to ten minutes. This is considered one factor of proper neuromental development.

If a child is able to occupy oneself, an adult should not disturb it. He or she should intervene when the child cannot cope on its own, but basically, such situations in which a child cannot cope should be avoided, for pleasure from success reinforces in a child perseverance in aiming for a goal, but failure undermines its will.

567. TERESHKOVA, N.: Vospitaniye umstvennoy rabotosposobnosti - vashnoye usloviye podgotovki rebenka k shkole. /Education towards ability of intellectual activities constitutes an important prerequisite for a child´s preparation for school./

Doshkolnoye vospitaniye, 1980, No.10, pp.51-55.
2 figs.

A child´s capability of intellectual work its ability to carry out a specific intellectual activity, adequate for its age, productively and for a specific period of time with the least neurophysiological losses. The maximum range of such intellectual activity assigned to the child and performed within a specific time period characterises the level of this capability. Studies conducted by the scientific research institute for preschool education of the Academy of Pedagogical Sciences of the U.S.S.R. have shown that children with whom work has been done according to the experimental, more demanding curriculum of educational work have manifested not only a high level of intellectual development, but also the best capability of intellectual activity. This capability is influenced by various psychophysiological, socio-hygienic and other factors: age, state of health, level of physical and neuromental development, emotional and volitive sphere, nutrition, organisation of the day, hygienic and pedagogical influence.

A child's cognitive activities, its inquisitiveness, interest in the content of intellectual activities have to be encouraged to develop a capability of intellectual activity. Yet all this alone is not enough: it is necessary to develop the ability to perceive and fulfil tasks set by adults, to check and evaluate one's own behaviour. This requires discipline and independence.

Studies show that under favourable circumstances the existing system of tuition in preschool facilities makes it possible to develop in children by the end of the preschool period the ability to work actively for the period of two to three occupations with certain demands on intellectual activity, without having to exert any particular efforts. The levels of capability of intellectual activity may significantly differ, depending on the characteristics of individual children as well as on the nature of pedagogical work. A low level of the capability of intellectual activity is usually caused by an unqualified execution of an occupation. If an occupation is organised in an interesting, animate fashion, adequate for children's age, their work capability lasts for a period of up to 45 minutes. In monotonous occupations children lose their interest after ten minutes and signs of fatigue appear after twenty minutes.

The nature of tuition not only determines activity and work capability, but will gradually shape its general level. The limits of work capabilities of contemporary children are much higher than they used to be in the past.

The article incorporates a sketch of a table with patterns to fill in symbols; it is designed as a test of the capability of intellectual activity. The test can also be conducted by parents at home. The capability of intellectual activity may alter during the day, week, year. During the day it is highest from 9 to 11 a.m. and from 4. to 6 p.m. During the week, especially in children attending kindergarten, from Tuesday to Thursday. During the year, it diminishes in autumn and winter months, in some children in summer. Regular alternation of work and rest, becoming hardy, right nutrition, motor activity, appropriate hygienic conditions, high standards of education and tuition, all this not only builds up a high capability of intellectual activity, but also prevents its reduction.

568. VANČUROVÁ, E.: Filípci - hračky nebo učebnice? /Little Philips - toys or textbooks?/

Predškolská výchova, 35, 1980/1981, No.1, pp.19--21.

2 photographs.

The author of books on Philip elucidated the concept of these publications. They are designed to provide a child with stimuli for independent, increasingly more accurate observation, reflections, questions, solutions and, to a certain extent, for tasks. Based on didactic principles, they guide a child from identification of basic processes to discovery of relationships prevailing among them. The synopsis of each task is built around the laws governing the development of child mentality, didactic principles and principles of mental hygiene. The child is guided through situations with increasing difficulty in several spheres of mental operations. Play constitutes the only adequate form of cognition for a child. Work with these books must not, under any circumstances, turn into tuition. The tasks conceived in this fashion serve as preparation for school attendance.
The books on Philip stem from the studies conducted by the medical faculty of hygiene of Charles University in Prague focused on the functional characteristics of school maturity and the possibilities of influencing them. The solutions of some tasks are not unambiguous. There is purpose in them,

for the objective is not to present accomplished facts, but to teach children to think, to judge the facts they have learned, to doubt, to verify, to see problems, to ask questions, to find answers for them, to speculate.

10.3 Thinking

569. PODDYAKOV, N.N.: Myshleniye doshkolnika. /A preschooler's mind./

Moscow, Pedagogika 1977. 198 p.
Reviewed by: Witek, S.
Wychowanie w przedszkolu, 33, 1980, No.3, pp.179-181.

The book summarizes an experimental study conducted with over 1.500 children. It draws on the preceding successful work by the author on the intellectual education of preschool children published in 1976, which was also translated into Polish.

10.4 Basics of mathematics

570. KOVINKO, L.: Vstrecha s matematikoy. /An encounter with mathematics./

Semya i shkola, 1980, No.6, pp.31-34.

These are suggestions for parents how to prepare their children to cope successfuly with the subject matter taught in maths lessons in the first class. They include the requirements stipulated in the curriculum of educational work for kindergarten in the field of developing mathematical concepts. They also incorporate various exercises and puzzles designed for children to learn numbers within the range of ten; a suggestion how to familiarise children with measurements; how to form concepts in children such as more or less, etc.; how to familiarise children with geometric figures. In conclusion, the author presents questions and tasks from the curriculum material designed for kindergarten enabling parents to evaluate the standard of their children's preparation for school instruction in mathematics.

571. Les mathématiques à la maternelle. /Mathematics in kindergarten./

L'éducation enfantine, 1980, No.2, pp.9-23.

Several brief articles by different authors have been published; they discuss, from the viewpoints of both theory and practice, some problems related to maths teaching in kindergarten. Since the official documents stipulating the content and methods of this instruction are not always correctly interpreted, the introductory section of the article contains a commentary on individual problems and elucidates them both with respects to mathematics and pedagogy. Joint games constitute a suitable introduction to the developing of mathematical concepts, for they enable children to verbalize spontaneously first mathematical concepts.

572. METLINA, L.: Zanyatiya po matematike. /Mathematical occupations./

Doshkolnoye vospitaniye, 1980, No.9, pp.7-13. Continued.

This is a detailed description of eight mathematical occupations carried out in the preparatory classes. The author defines the objective of each occupation, aids to be used by the teacher, children and the execution of the occupation. Each occupation contains tasks developing numerical and spatial concepts.

573. METLINA, L.: Zanyatiya po matematike. /Mathematical occupations./

Doshkolnoye vospitaniye, 1980, No.10, pp.6-12. Finished.

This is the description of the ninth to sixteenth mathematical occupations.

574. STATSENKO, R.: Obucheniye detey vychisleniyam. /Familiarising children with arithmetic problems./

Doshkolnoye vospitaniye, 1980, No.10, pp.12-14.

Prior to the analysing and solving of arithmetic problems in the preparatory classes children must learn to add and subtract. Children analyse the structure of the problem first, distinguishing between conditions and questions. Examples are chosen from an environment children are familiar with. The following stage is the actual addition and subtraction from one successively to three. Problems may take on the form of dramatisation (activities children observe and perform), illustration (the topic, subject and number is represented in pictures) and verbal (without the aid of demonstrative material).
Children become familiar with the structure of the problem during two to three occupations. They learn that for each problem it is necessary to know the conditions consisting of at least two numbers and the question. By the end of the school year children find no difficulty in analysing and solving addition and subtraction problems.

575. TARUNTAYEVA, T.V.: Razvitiye elementarnykh matematicheskikh predstavleniy u doshkolnikov. /Developing basic mathematical concepts in preschool

children./ 2nd revised edition.

Moscow, Prosveshcheniye 1980. 64 pages.
Reviewed in: Doshkolnoye vospitaniye, 1980, No.9,
p.39.

The goal of the publication is to provide help in meeting the requirements of the curriculum of educational work concerning the developing of mathematical concepts in preschool children. It contains a characterization of the developing of mathematical concepts in individual age groups, suggests what aids should be used to meet the requirements stipulated in the curriculum, which sections deserve a special attention. It suggests how to break down the content of the curriculum into individual quarters of the year. A separate chapter is devoted to methodological guidelines concerning work in preparatory classes. An annex, prepared in cooperation with J.N.Pavlova, contains synopses of occupations.

576. TOURTET, L.: Chemins de la découverte mathématique. 53 situations-problèmes pour les petits, les moyens et les grands à l'école maternelle. /The paths of mathematical discovery. 53 problem situations for young, intermediate and senior age groups of children in kindergarten./

Paris, A.Colin Bourrelier 1979.
Reviewed in: L'école maternelle française, 1980,
p.14.

577. VODOPLYANOV, Ye.: *Formirovaniye nachalnykh geometricheskikh ponyatiy u doshkolnikov.* /Formation of beginner geometric concepts in preschool children./

Doshkolnoye vospitaniye, 1980, No.3, pp.17-18.

The author presents the methodology of children's familiarization with geometric concepts stipulated in the curriculum of educational work. When observing objects, children should associate their principal characteristics with their names and remember both the name and the geometric concept. The teacher, aiming to find out whether children have acquired the above, sets tasks to children, such as to pick up and show an object, to make a model of it, to draw, find or correctly name an object she demonstrates to children. A child must acquire appropriate terms to be able to explain the difference between two dissimilar objects. The teacher must create the necessary conditions by means of using various exercises and cognitive tasks, manipulation with real objects.

The author presents examples of exercises and cognitive tasks designed for the acquisition of geometric figures (circle, square, triangle, rectangle, sphere, cube, cylinder, oval) in four age groups.

10.5 Basics of reading and writing

578. BRZEZINSKA, A.: O gotowości dziecka do nauki czytania i pisania. /Concerning a child´s preparedness for instruction in reading and writing./

Wychowanie w przedszkolu, 33, 1980, No.9, pp.472-476.
6 refs.

In addition to general factors (biological maturity, level of intellectual and emotional development and especially a child´s personal activity stemming from "inner motivation") the author discusses some specific characteristics - criteria of a child´s preparedness for instruction in reading and writing: the level od "technical" preparedness, psychomotor level of language development, level of comprehension of the importance of reading and writing for the child itself (an important prerequisite for strong inner motivation).

579. DAUNIS, I.: Malysh uchitsya chitat'. /A young child learns to read./

Semya i shkola, 1980, No.10, pp.25-27.
7 photographs.

An analysis of the process of reading made by D.B. Elkonin shows that a child finds it most difficult to divide words into speech sounds and to identify individual speech sounds comprising words. A question arises: why make life difficult for children, for at first, in the first years of its life a child hears and perceives speech only as a whole, as words and sentences and all of a sudden it is required of the child to break it down into speech sound. This is why it has been suggested to organise the learning of speech in a such a way as would associate from the very beginning the perception of a word with the identification of individual speech sounds. The author, a researcher in the Institute of general and pedagogical psychology of the Academy of Pedagogical Sciences of the U.S.S.R., assumed that this method would eliminate the above difficulties. She began to teach her own son around the first year when he had acquired a few words. The aim was to teach the child to hear and pronounce separately the speech sounds contained in the words he was uttering. She used games with plastic letters. At first, she showed a letter to the child and named it. When the child was able to name two speech sounds which had appeared most frequently in his speech, she gradually added other letters in the form of play (for example, hide-and-seek). These games were played only when the child showed interest. He became very much interested in them in the first half of the second year and acquired all the letters of the alphabet. Later on, they began to identify speech sounds in individual words. The author describes a number of games to be used in this respect. The child had gradually become aware that what was uttered were speech sounds, i.e. sound; what was written was a letter. The subsequent stage was the reading of words. With his parents´ help the child began to combine two speech sounds at first. For several months he practised combinations of individual speech sounds. By the end of the third year he had become able to read any word and read words in inscriptions, book titles, etc. Following that stage, a certain stagnation set in; the child did not show any interest in reading whole sentences. The mother tried to incite his interest by circumvention, through play, writing brief sentences with an interesting content. Till approximately five years of age the child did not show interest in reading from a book. Once he came back from kindergarten and announced: "It has turned out I can read". Since than, he started to read on his own. Before he started school, he had become able to read distinctly and with ease. A similar development was experienced by other parents whom the author had familiarized with her procedure.

580. L´enfant lecteur dès la maternelle? /The child - a reader from kindergarten?/

L´éducation enfantine, 1980, No.3, pp.7-25.

The article deals with the problem of literary education of preschool children. It proves that at about 18 months of age it is possible to give a child an adequate book to become gradually familiar with it and to realise that the read word is an important mediator of contact with people. The article discusses the methodology of literary education in crèches and kindergarten. It suggests a selection of suitable literature for children of specific age groups. In conclusion, it calls for the systematic building of children´s libraries in kindergarten.

581. KAPICA, G.: Rozrywki umysłowe w nauce czytania w przedszkolu. /Intellectual games in reading tuition in kindergarten./

Oświata i wychowanie, 1980, No.6, pp.D-25-D-33.

The authors discusses the prerequisites of intellectual education in the last pre-school year (children around six years of age); he describes various entertaining forms of reading tuition and other intellectual skills.

582. RIEU, C. - FREY-KEROUEDAN, M.: De la motoricité à l´écriture. /From motor development to writing./

Paris, A.Colin Bourrelier 1979.
Reviewed in: L´école maternelle française, 1980, No.5, p.14.

583. STRICKLAND, D.S.: On reading.

Childhood Education, 56, 1979, No.2, pp.67-74.
1 photograph, 9 refs.

The study is focused on reading as the basic language skill and a means of communication. Its objective is to associate both knowledge and the potential of didactic implication with all that is known about children's learning patterns, how they learn and develop language, the nature of the reading process. The author goes on to discuss reading as a language skill, as a means of communication, reading correlated to other language skills. He states that reading can only be developed through reading.

The skill of reading is not easy to measure. The author presents a survey of methods of evaluation and testing of the ability to read. Reading should constitute the joint goal and the joint efforts of the family, school and society. The article incorporates methodological guidelines for teachers and parents how to work with children in reading tuition, what most effective forms should be chosen in developing basic language skills, how to draw up and develop effective reading programmes aimed at the attainment of the highest possible education of the nation.

Reading constitutes a source of life-long pleasure, entertainment and knowledge. The author concludes by suggesting what the society should do to promote education.

584. TENČÍK, F.: *Josef Věromír Pleva.*

Prague, Albatros 1979. 238 pages.
Reviewed in: Predškolská výchova, *34*, 1979/1980, No.8, pp.225-226.

The author reflects upon the relationship between Pleva's works designed for youth and his other books, paying attention especially to the genesis of Malý Bobeš, which reflects most plastically the author's life and artistic credo.

585. WIECKOWSKI, R.: *Zabawowe formy nauki czytania.* /Entertaining forms of reading instruction./

Wychowanie w przedszkolu, *31*, 1980, No.5, pp.260-268.
2 tables.

These are the results of an experimental study conducted in town and in village kindergarten in 1978/1979 designed to find the most suitable method of reading instruction. It investigated the following two methods:

1. analytical and synthetical method based on graphic expression,
2. analytical and synthetical method based on phonetic expression. Both methods show

approximately similar results and are applicable, but in an entertaining form (the author describes some suitable didactic aids.)

586. ZUK, T.: Warunki osiagania gotowości dzieci do nauki pisania. /Prerequisites for attaining children's preparedness for instruction in writing./

Wychowanie w przedszkolu, 33, 1980, No.6, pp.323-330.
5 refs.

In addition to the general problem of school maturity, attention must be paid to the special requirements writing instruction entails. In the psychological analysis of writing as an activity the author identifies the causes of the failure of this tuition in some children as factors of intellectual maturity, perceptive and motor deficiency and non-intellectual aspects of school maturity (motivation, emotional and social maturity, independence).

10.6 Child and nature

587. DOKOUPIL, N.: Prvé akvárium. /The first aquarium./

Bratislava, Príroda 1979. 53 pages.
Reviewed by: Janus, H.
Predškolská výchova, 34, 1979/1980,
No.8, p.225.

These are instructions for making an aquarium, suggesting where to place it and how to look after the fish, including their selection, description, diseases and treatment, aquarium plants and aids.

588. FRAZEE, B.M.: Map skills for the primary grades.
Childhood Education, 56, 1980, No.4, pp.202-205.
2 photographs, 10 refs.

Many primary school teachers are of the opinion that map and globe skills should be taught in the second grade. The author of the article discusses the importance of acquiring map skills as early as the first grade. The map reading programme means being occupied by reading. At this stage children do not speculate about relationships between outside objects, they only take into account those objects with which they become involved personally. The teacher must therefore adjust activities associated with map skills to the sensomotor world of pupils. Three-dimensional symbols are better suited for children in the pre-operational stage of development than commercial two-dimensional symbols, as well as specific concepts taught in the map-reading programme at primary school, concepts presented as part of the general curriculum (such as up and down, right--left, far and near), interpretation of symbols (traffic signs), learning that the Earth is round, making use of place and changes in learning the cardinal points, learning addresses and telephone numbers, comprehension of the relationships between the Earth and the Sun, learning the days of the week, day and night, hours, calendar, etc.) and inference by means of interpretation of pictures found on simple pictorial maps.

The author goes on to discuss the kindergarten teachers's role in teaching map skills. He presents three model lessons by means of which it is possible to teach successfully some concepts necessary for a skillfull map-reading in the first grade. Each model lesson incorporates its goal, the aids to be used, procedure and evaluation.

In conclusion, the author analyses the three model lessons and includes methodological guidelines for teachers to help preschool children develop skills required for map-reading and map familiarization.

589. GRASSET, C.: *La classe verte.* /The green class./ L'école maternelle française, 1980, No.6, pp.17--30.

"Green classes" are a summer campaign organised to enable urban children to spend their holidays in the country, to become familiar with nature, to get to know it better and to learn how to protect it. The author describes experience of a "green class" as early as kindergarten, in 1977 and 1978. He discusses administrative, practical and pedagogical questions involved in the event. He describes in detail a plan of children's activities in the open and analyses the possibilities of its fulfilment. He demonstrates how to apply in children the basics of the scientific method of nature observation (observation of a process, formulation of a hypothesis and verification of its validity on the basis of data obtained through experimentation or documentation).

590. YELNIKOVA, K.: *Chto ty znayesh o svoyem zelenom druge?* /What do you know about your green friend?/ Doshkolnoye vospitaniye, 1980, No.3, pp.14-16.

Children should be guided to learn to see beauty in nature, an attentive attitude to it should be fostered in them, the sensation of pleasure from contact with nature should be enhanced in children. To achieve the above goals, it is essential that children should become familiar with nature, for example during walks and by observing outdoor life in the kindergarten garden. Gradually, children's horisons should be broadened by stretching their knowledge from the natural phenomena and processes taking place in their vicinity to distant places on our planet. Children should also learn that some plants and animals are protected. As regards gardening and growing, the author recommends to plant a twig of sallow or poplar which will grow very quickly. Children will look after them looking forward to them growing into big trees giving pleasure to many people.

591. MIKHAYLOVA, E.: Vaspitavaneto na mladi priyateli i zashtitnitsi na prirodata - nash dalg. /Education of young friends and conservationists of nature./

Preduchilishtno vaspitanie, 28, 1980, No.3, pp.39--45.

The foundations for forming a positive attitude to nature should be laid in early childhood. This is why children should become familiar with the relationships prevailing between man and nature. The author presents a number of practical suggestions and guidelines how to organise and carry out activities with children aimed at nature conservation.

592. ŠČAVNICKÁ, Z.: Na stanici mladých prírodovedcov. /In the station of young natural scientists./

Predškolská výchova, 35, 1980/1981, No.3, pp.15--16.

The author informs about the cooperation of a kindergarten with a station of young natural scientists at the District House of Young Pioneers and Youth in Prešov. Regular visits to the station agreed in advance, contribute to the developing of knowledge and concepts of animals and plants; children can fulfil there some tasks stipulated for work education. For example, the young natural scientists put rabbits into an enclosure for the children to be able to touch them, to observe their body structure, colouring, common and different characteristics, etc. Visits to the station inspired the children to make an aquarium in their kindergarten. They also incited their interest in work in the kindergarten garden.

593. VERETENNIKOVA, S.A.: Oznakomleniye doshkolnikov s prirodoy. /Familiarisation of preschool children with nature./ 3rd revised edition.

Moscow, Prosveshcheniye 1980. 272 pages.
Reviewed by: Chanova, I.
Doshkolnoye vospitaniye, 1980, No.12, p.11.

The publication presents findings from various fields of the natural science required for a comprehension of the laws governing nature and facilitating a kindergarten teacher an appropriate interpretation of the correlation between processes taking place in nature. It suggests how to observe seasonal processes, how to draw up a calendar of nature, how to look after plants and animals, how to keep and benefit from a menagerie. It mentions places of incidence of the most common plants and animals and how to identify and classify them. It incorporates demonstrations of occupations designed for individual age groups.

594. VINOGRADOVA, N.F.: *Umstvennoye vospitaniye detey v protsesse oznakomleniya s prirodoy.* /Intellectual education in children´s familiarisation with nature./

Moscow, Prosveshcheniye 1978. 102 pages.
Reviewed by: Levin-Shchirina, F. - Kulikova, T.:
Uchit detey myslit.
Doshkolnoye vospitaniye, 1980, No.2, pp.70-72.

This is a methodological handbook for teachers describing methods used to familiarise children with nature, developing logical thought (the ability of generalization, classification, determination of succession, etc.), dialogue and monologue forms of speech in five- to seven-year-old children.

The handbook consists of the following chapters: 1. Familiarisation of children with seasonal processes taking place in nature. 2. Methods of activation of children's intellectual activities. 3. Stretching and activation of children's vocabulary. 4. Discussions about nature. 5. Teaching children to narrate about nature. 6. Individualised work with five- to seven-year-old children in developing continous speech.
The annex contains didactic games, verbal logical problems, examples of plans, pictorial material.

10.7 Child and the world of technology

595. DOCCIO, P.: Sécurité routière. /Road safety./
L'école maternelle belge, 1979/1980, No.3, pp.132-141.
13 figs.

The traffic education of young children involves two aspects: the knowledge of the child (especially its impulsiveness) and the guidance of the child to self-control, practising of selected symbols used in traffic and learning the rules of conduct in the street and on the road. The author develops in detail both aspects and incorporates a number of examples, exercises and games.

596. SPASOV, E.: Formi za optimizatsiya na tekhnicheskoto vaspitanie. /Forms of optimization of technical education./

Preduchilishtno vaspiatnie, 28, 1980, No.7, pp.5--12.

1 photograph, 2 refs.

The rapid development of science and technology requires that the education of the young generation should focus in early childhood on the prospect of living in the world of advanced technology in the future and the necessity of operating the most sophisticated equipment. This is why it is necessary to foster and develop in children adequate technical and work skills and habits. The author describes methods used in working with children´s construction sets in kindergarten focused mainly on collective forms of work and suitable motivation of children´s activities.

11. AESTHETIC EDUCATION

597. CHERNYAGA, I.: Esteticheskomu vospitaniyu kompleksnyy podkhod. /A comprehensive approach to aesthetic education./

Doshkolnoye vospitaniye, 1980, No.11, pp.17-18.

The author describes experience from Volgograd. The comprehensive approach to aesthetic education reflects in the complex of organisational, methodological and inspection activities of the national education departments as well as in the work of preschool facilities. Pedagogical collectives systematically perfect the forms and methods of aesthetic education by making use of various kinds of art, nature, kindergarten equipment. Teachers teach children to see, understand and appreciate everything that is aesthetic, i.e. collective work done by people, landscape in their native region, folk creativity. Aesthetic education is organically linked with work and moral, physical, musical, art and literary education. The comprehensive approach can be implemented only in close cooperation with the family.

598. DOLMAZASHVILI, M.: Sovmestnaya rabota detskogo sada i shkoly po khudoshestvennoy deyatelnosti detey. /Cooperation between kindergarten and school in children's artistic activities./

Doshkolnoye vospitaniye, 1980, No.8, pp.85-86.

The author presents experience from cooperation between kindergarten and secondary school. On becoming mutually acquainted with the specific features of work in both types of school, they drew up a plan of cooperation. It consisted of concerts performed by the secondary school students in the kinsergarten, joint festivals and celebrations of significant anniversaries, puppet theatre performances by the secondary school students. The students helped the kindergarten in preparing the festivals, especially in decorating the premises of the kindergarten building and its garden, for many festivals took place outdoors. The author describes in detail the content and form of several festivals and events organized together, for example a sports festival in the forest, the ceremony of kindergarten children's moving up to primary school, etc.

599. DORONINA, G.: *Ispolzovaniye prikladnogo iskusstva v esteticheskom vospitanii.* /Application of applied art to aesthetic education./

Doshkolnoye vospitaniye, 1980, No.11, pp.22-23.

The author describes the experience of kindergartens in Kirov, where the famous Dymkov clay toys are made and where the local museum has on display the largest collection of Dymkov toys. Kindergarten teachers became familiar with the toys. They had visited designers, toy makers to get to know their work. Dymkov toys were made available to children for play, they were also utilized in music , art and literary education. Children also became familiar with some elements of Dymkov ornaments. They

decorated with these patterns drawings, later on modelled objects. At the end of the school year their works were on display at an exhibition. Once a year an evening of questions and answers is organized where oldest children, together with their parents, answer questions about Dymkov toys.
This approach has enabled children to get to know decorative applied art and to get a picture of the culture of their home country.

600. OKASOVÁ, H.: Výtvarná tvorivosť žiačok pedagogických škôl. /The fine arts creativity of pedagogical school students./

Predškolská výchova, 35, 1980/1981, No.1, pp.15--18.
10 photographs.

A pedagogical school teacher illustrates on examples how she prepares pupils to appreciate fine arts and aesthetics, how she fosters in them a positive attitude to artistic creation, how she tries to influence positively their taste and the socialist way of life. Among other things, she teaches them how to make decorations for kindergarten, aids and accessories for games. She gives instructions for making aids to use for the topic Butterflies. The flowered curtain can be used for decoration, butterflies can be used in various didactic, dramatic and motor games.

601. PATRUSHEVA, A.: Povysheniye esteticheskoy kultury sredstvami izobrazitelnogo iskusstva. /Raising the standard of aesthetic quality through fine arts./

Doshkolnoye vospitaniye, 1980, No.11, pp.20-21.

The methodological centre in Volgograd set out to help kindergarten teachers see beauty in life and in art, to achieve a high standard of art appreciation. Together with the curators of the fine arts museum they organised courses on fine arts, visits of exhibitions, of artists in their studios, visitats in kindergartens. They organised practical occupations in drawing, modelling, appliqué. In cooperation with the curators, the teachers prepared the methodological handbook "How to introduce children to the works of Russian and Soviet painters" and a methodological guideline for explaining the uses of natural materials in work with children.

A board has been set up to observe the state of aesthetic education in kindergarten. Its members lecture at seminars, in methodological associations, at meetings with parents; they demonstrate model occupations, collect material and didactic aids for aesthetic education.

602. REDKINA, L.: Rol prazdnichnykh utrennikov v vospitanii. /The role of festive meetings in education./

Doshkolnoye vospitaniye, 1980, No.11, pp.21-22.

One of the forms of aesthetic education implemented in kindergarten are festive meetings to commemorate important anniversaries. They help children understand the significance of such events and to become participants in national-scale celebrations. It has been proved in practice that festive meetings enhance children's interest in cognitive activities, contribute to the formation of qualities such as friendliness, responsibility. They develop interest in and love of music, of the literary art.

603. VASILYEVA, M.: O dalneyshem sovershenstvovanii esteticheskogo vospitaniya v doshkolnykh uchrezhdeniyakh RSFSR. /On the further perfection of aesthetic education in preschool facilities in the R.S.F.S.R./

Doshkolnoye vospitaniye, 1980, No.11, pp.10-14.

This was the introductory paper delivered at the All-Union conference on aesthetic education in September 1980. The positive attitude to everything that is beautiful originates in early childhood when the child conceives beauty as an organic part of its life. Contact with the beautiful and the good awakes the child's creative potential, affects the formation of its personality. It is especially in childhood that active efforts are made not only to admire beauty but to create it, as well: to draw, to make up tunes, dance movements. If children are guided towards love of nature, familiarisation with works of art, literature, national culture, sensations of love of their mother country are fostered in them parallelly. It is important to educate children in early childhood to bring them to see the beauty of moral relationships among people. The concept of beauty always implies a moral element: beauty is the source of man's moral riches.

The further perfection of aesthetic education in preschool facilities will require a better and more intensive training of pedagogical staff for such activities and a more intensive cooperation with parents. The solution entails the creation of a socially stimulating environment which, in turn, requires the joint efforts of educators, architects, graphic arts designers. Artists' unions should take a bigger part in the aesthetic education of children. More children's books are needed, more works of art. Radio and television workers should produce more interesting programmes for children and parents dealing with questions of aesthetic education of preschool children.

604. VETLUGINA, N.: Esteticheskoye vospitaniye, na sovremennom etape. /Aesthetic education. The state of the art./

Doshkolnoye vospitaniye, 1980, No.11, pp.14-17.

Aesthetic education constitutes a complex process involving adult and child activities. The organizational forms of children´s activities include occupations planned in advance, children´s participation in various festivals and entertainments, in games played on their own. This requires a comprehensive approach entailing: 1. cooperation between kindergarten and educational institutions (school, family with its social environment), 2. coordination between aesthetic and other kinds of education, especially moral. The leading component of a child´s aesthetic development is its aesthetic attitude to its environment, i.e. a complex of the child´s individual, selective attitudes to various aesthetic characteristics of the surrounding reality (art, nature, way of life, society). An educator´s practical activities should be orientated towards making such an attitude specific, which should be: 1. the ability of an emotional experiencing of the content of a work of art. An educator´s influence is indirect in this case, it should primarily be the establishing of a favourable atmosphere. 2. The ability to develop on one´s own the skill of acquisition of artistic experience. An educator´s influence is intentional and reflects primarily in preschool tuition. The current approach to tuition is of an educational and developing nature. The structures of occupations designed for individual types of art activities have been tested and found effective. As a result of experiments, another method of organising occupations has been discovered, activising extensively the process of tuition. These are topic-orientated or comprehensive occupations. Several approaches are used to deal with the topic in question; one form of art is expressed by means of various kinds of art. For example, the poetic metaphor of the sun flower: children will get acquainted with the artistic means of expression, they will hear poems, relevant music, they will express the atmosphere through music. 3. The systematic developing of special artistic talents in art, music and drama activities.

Tuition takes place in occupations in the form of collective activities. An activity carried out in a collective entails a great educational potential. On the other hand, the process of acquiring artistic experiences is always an individual process. It is possible to apply a differentiated approach even to occupations: one task will be practised with a group of five to eight children, all of whom have attained approximately the same level of preparedness and development. This will make it possible to differentiate the task. The children will acquire the material, only the pace of acquisition will differ. Optimum results will be achieved only if individually differentiated and frontal methods are properly used in occupations.

605. KREULA, J.: Děti a Sluníčko. /Children and Sluníčko./

Predškolská výchova, 34, 1979/1980, No.10, p.278. 2 photographs.

The author informs about the exhibition entitled "Sluníčko and its illustrators" organised by the District Natural History Museum in Bruntál together with the education department of the District National Council. The exhibition was opened in the presence of the contributors to Sluníčko, graphic arts designers and writers. They also visited a kindergarten to observe children working with didactic material regulary published in Sluníčko. A discussion meeting was organised for the methodological workers active in the district of Bruntál in the field of preschool education and the teachers of the pedagogical school in Krnov. They discussed aesthetic, pedagogical and psychological aspects of creation for children.

11.1 General questions

606. ANGELOVÁ, L.: Detskata gradina - edin ot osnovnite faktori v sistemata na estetichesko vaspitanie. /Kindergarten, one of the basic factors in the system of aesthetic education./

Preduchilishtno vazpitanie, 20, 1980, No.8, pp.11-16.

Aesthetic education as an important part of communist education is being implemented in an organised and planned manner in the system of preschool facilities. The author discusses some specific features of aesthetic education, its prerequisites and implementation in kindergarten.

607. Devadesát let Václava Příhody. /The 90th birthday of Václav Příhoda./

Estetická výchova, 20, 1979/1980, No.2, pp.52-53.
1 photograph.

This is a brief commemorative article devoted to the extensive activities of Václav Příhoda in the field of aesthetic education. It presents many memories and ideas of this prominent scholar concerning the efforts of reform pedagogy in the period between the two World Wars.

608. DITTMAR, R.: Deset let Klubu Albatros. /The 10th anniversary of Albatros Club./

Zlatý máj, 24, 1980, No.3, pp.167-169.
1 fig.

This is a recapitulation of the successful activities of the theatre and art gallery of Albatros Club, which has become an inseparable part of the House of Children's Books in the Albatros Publishing House. During the ten years of its existence the Club has organized hunderds of meetings of artists with children in the theatre, dozens of book dramatizations, graphic arts exhibitions of illustrations, collections of book artistry for children from the socialist and many other countries, exhibitions of children's work from selected popular art schools and Young Pioneer Houses, etc.

609. GAINER, R.S. - KUKUK, E.: Something to sing about.
Childhood Education, 55, 1979, No.3, pp.141-147.
6 photographs, 1 fig., 4 refs.

The authors describe their experience of introducing an aesthetic education programme aimed at the integration of handicapped children and formation of positive self-assessment in all children. They discuss the importance and function of art in the tuituion of handicapped children. State schools in Maryland promote art and organize training of selected teachers active in aesthetic education, in the form of correspondence courses, classroom demonstrations, conferences and workshops. The authors applied this material and worked with teachers of handicapped children who had taken part in the summer course entitled "The Multiple Importance of Art" at Seattle University. The members of our group observed the role of aesthetic education in relation to "images of society", extending and refining the self-image of all children. The opportunities and skills of self-expression offered by such art activities enable every student to draw new pictures, to sing new songs, to play new games and to move in a new fashion. On the basis of such opportunities a child can develop better both as an individual and a member of the society. The authors present in their article a framework of art experiences reinforcing self-assessment and encouraging the assessment of various abilities.

Definition of oneself through art.

I. Who am I?
   A. Personal identity.
   B. Cultural heritage.
II. What can I do?
   A. To acquire: technical and practical skills, the skills of self-control, to gradually master art.
III. What can I contribute to?
   A. Interaction within a group. Team work.
   B. Identification of potential. Ability to assert oneself.
IV. What will I be?
   A. Assessment of nature and art.
   B. Individual opportunities and responsibilities for involvement in aesthetic education.

Each category is accompanied in the article by a description of teachers´ practical experience in aesthetic education of handicapped children demonstrated on practical examples.

610. CHYBA, M.: K některým problémům teorie a praxe estetické výchovy. /On some problems concerning the theory and practice of aesthetic education./
Estetická výchova, 20, 1979/1980, No.1, pp.1-3.

In his treatise the author instreduces the reader to the principal questions concerning the theory and practice of aesthetic education. From the Marxist viewpoint, aesthetic education is conceived as the purposeful influencing of an individual (and the society as a whole) so that under the given historical circumstances and recognizing the principle of a phenomenon he or she may become able to perceive, identify and categorise also those aspects of the reality which determine our aesthetic attitude towards it. The following three principal problems play a significant part in practice of aesthetic education: the problem of the scope of aesthetic education, the concept of permanent aesthetic education and the problem of interaction between subject and object, i.e. between the one who evaluates and the one who is being evaluated. These problems are closely related to the content and methods of aesthetic education both in the field of art and outside art.

611. Jaromíru Uždilovi k pětašedesátinám. /Jaromír Uždil's 65th birthday./

Estetická výchova, 20, 1979/1980, No.6, pp.163.
1 photograph.

This is a commemorative article containing a brief biography and excerpts from the literary works of Jaromír Uždil, prominent art education theoretician. Art education, as conceived by him, is not only a specialized activity, it constitutes a means helping man in bringing to fruition his or her creative and constructive dispositions. On the other hand, his attitude to the role of art education has been consistently realistic. He does not see in it a possibility of "salvation" or a counterbalance to the contemporary world of supertechnology.

612. KRČKOVÁ, J.: Móda líbivá i výchovná. /Fashion for pleasure and education./

Děti a my, 10, 1980, No.4, pp.27-29.
3 photographs.

The author discusses the function of clothing in aesthetic and social education of children, children's clothing as a means of social prestige of parents, as an important psychological and educational aspect. Clothing should constitute for a child an educational element carrying the same weight as good social manners, the knack of greeting properly, expressing one´s thanks. The author characterizes requirements made on children´s clothing. It should be functional in the first place, should become a means of developing the sense of aesthetics and other important qualities and habits required in life. She describes various types of garments suitable for various occasions.

613. LOKKEN, C.C.H.: Art education in the elementary school. The state of art.

Childhood Education, 56, 1980, No.4, pp.210-215.
1 photograph, 10 refs.

The author discusses the importance of art education in elementary school, including the historical perspective and development of art education in Western countries. Aristotle in Greece believed that man learned art through making it, he did not believe in the role of teacher (Ulich 1947). In the Greek educational system art education had never been organized into systematic knowledge. School education in the Middle-Ages was organized on the model of Roman grammar schools. Art students were working class members. This was the time of Leonardo da Vinci (Wallace, 1966). Following the period of Renaissance, art education developed into a system.

Comenius put forward the idea that students should learn first through sensory experience. His Didactica Magna influenced significantly Piaget's ideas and work. Since then, art education has been integrated into curricula. Milton and Locke (Cohen, 1967) spoke in favour of emotional and work education of young people. Rousseau, in his book Emile, called for education of young people through emotional experiences in art, music and nature. He believed that children's everyday activities should be expressed by artistic means, through drawing, music, writing and play (Rousseau, 1956). Handicraft and technical skills had gradually become part of the curriculum of the famous philantropists' school run by Basedow (1723-1790). The concept of basic education was gradually extended to incorporate art education and schools in Yverdun were founded where art played the main role. Thanks to German educators influenced by the U.S. educational system in 1820 (Froebel, Pestalozzi), art had been given the appropriate position in education it deserved.

Art education in the U.S.A. B.Franklin supported handicraft and art education. A systematic approach to art education had developed in the states on the eastern coast, where drawing had become part of the grammar school curriculum. Education in Europe had to a great extent influenced education in the U.S.A. In 1870 art education became a mandatory subject required in Massachusetts, promoted by Walter Smith (Saunders, 1976). A practical approach to art developed in the 20th century thanks to John Dewey. On the basis of his and Froebel´s ideas art education is conceived as a form of non-verbal communication and a means of enhancing a child´s imagination and creativity. Art in everyday life has became the basis of a successful programme implemented in Owatonna, Minnesota (Saunders, 1976). Since 1940 educational workers has focused their attention on the creative and mental development of children (Lowenfeld´s book Creative and Mental Growth, 1947). According to him, art has become a means developing the vision, thought and creation of the human being. The National Art Education Association was established in 1947, bringing together art education teachers from all regions and types of school. The development of astronautics in the 1950´, 1960´ and 1970´s significantly influenced art education (programmed courses and educational objectives), emphasis was laid on the teaching of mathematics and reading and art education was pushed to the background. By the 1970´s art education had developed strongly on the basis of the theory that it constituted a basic art. Art education programmes were introduced for talented and handicapped children, art education for women and senior citisiens, art programmes in museums. Two laboratories were founded, "CEMREL" and "SWRL" with the objective of developing art in curricula and art education studies. The Artists in the Schools Program was founded by the National Endownment for Arts and subsidised by the Alliance for Arts Education and the JDR III Fund. From 1935 to 1950 many doctor's degrees were awarded (in the first half of the 1970's 167 doctor's degrees were awarded yearly).

A survey of research papers on art education concerning the art education programme in the elementary school was published in NAEA's Studies in Art Education (1977-1980). The main trends of the studies in art education will be focused on the general standards of art education, on cognitive and perceptive processes relevant for the methods employed in children's tuition. The author describes the current state of art education. In the U.S. art education in elementary schools will be taught both by the form-master and the art education teacher. He discusses the role of teachers specialized in teaching art education in elementary schools and their goals. What will be the future of art education in the elementary school? Art will become an integral part of the elementary school curriculum within the general art education programme (EISNER, 1979).

International communication between art educators through the International Society for Education Through Art will develop the concept of art education into an organic entity and will facilitate the tackling of long-term problems which would otherwise have remained unsolved.

614. MARHOUNOVÁ, J.: Umělecky nadané dítě a my rodiče. /An artistically talented child and we, the parents./

Děti a my, 10, 1980, No.4, pp.18-21.
5 photographs.

The author illustrates on the example of the delicate, intelligent and insecure girl Světlana the personality of an artistically talented child. The opinion that an artist just "isn't normal", that he or she "is lacking something" is embedded in the subconsciousness of ordinary people. If we look for differences between the mental characteristics of artistic personalities and others, it is advantageous to focus attention on an age when the relatively exceptional nature of artistic work and the exceptional character of life style often going hand in hand with it has not yet formed the personality so as to prevent identification in case a correlation should exist between the above three factors. This would have to be an age at which the above can be ascertained definitely. Research results show that artistically talented children's level of general intelligence is not lower in comparison with less creative children, on the contrary, talented children manifest a higher level of emotional maturity, stable interests and more endurance. As opposed to little talented children, their personalities are considerably more delicate and vulnerable. They are more sensitive, unassertive, impulsive and romantic. The author discusses the role of education in the family enabling a child to express oneself in an artistic fashion. A definite correlation has been discovered between a creative personality and complicated, problem relationships child versus parents. A creative individual is more neurotic because - under the current circumstances prevailing in the family and at school - emphasis is laid on a pattern of behaviour expected a priori - they are less popular with teachers for they generate discipline problems. Creative children notice for themselves they have problems with emotional lability. It is noteworthy to study the order of effects forming personality development (family, school, self-education and self-teaching). Remarkable are also differences between the numbers and structures of interests shown by creative and little creative children (E.Kováčová). They manifest a broader range of interests and a more diversified choice of interests. They formulate much sooner than other boys and girls their professional desires and prefer professions requiring special skills. They expressed the following hierarchy of values: in addition to "health", "friendship" and "truth" were cited most frequently as the most appreciated values, to be followed by "freedom" and "partnership" taking the third place. Some values mentioned in the questionnaire remained unnoticed (nicely furnished appartment, success and social status, money, food and drink). A high level of the need of self-realisation was found in girls and boys aged fifteen to nineteen. The author presents a characterisation of their life goals. She also presents a methodology for the proper education of an artistically talented child. The living conditions of such a child should be adapted so as to reduce significantly his or her worries, neurotic behaviour and conflicts with respect to adult authority, uncompromising in its request for conformist attitudes. The author concludes her article by discussing the role of parents, educators, educational counsellors, child and adolescence doctors, as well as psychologists in the education and personality formation of an artistically talented child.

615. O výchově výtvarným uměním. /On education through fine arts./

Estetická výchova, 20, 1979/1980, No.3, pp.57-58.

This is an interview with Jaromír Uždil concerning the educational uses of art. It is necessary to respect the child perceiver more than ever, his or her potential and interests and, accordingly, to educate in children and youth an aesthetic view of the world. Stereotyped methods will not suffice. A teacher must be armed for his or her profession by an interest in art and in the process of creating art. The skill of independent orientation in art cannot be reequired at once, it is a matter of permanent education and self-education.

616. POPEK, S.: Rola i miejsce sztuki w rozwoju dziecka przedszkolnego. /The role and position of art in a preschooler´s development./

Wychowanie w przedszkolu, 31, 1980, No.1, pp.14-17.
1 chart, 1 ref.

On the basis of the author´s previous studies (a book published in 1979) and also more recent research conducted in Polish kindergarten as well as the literature (a survey of authors), the article categorises the individual functions of art affecting children (cognitive, formative, expressive, therapeutic, humanising, adaptive and communicative) and accentuates the irreplaceability of art in the educational complex involving prechool children.

617. UŽDIL, J.: O umění a výchově v Polsku. Několik pohledů do chystaného díla. /On art and education in Poland. A few glimpses into the work in preparation./

Estetická výchova, 20, 1979/1980, No.6, pp.141--142.

This is a detailed review of the Polish anthology on education through art to be published by the State Publishing House in Prague. It consists of the opinions, experience, predictions and science-based conclusions of the Polish authors who have been engaged in art education.

618. VONDRÁČKOVÁ, L.: Estetická výchova nejmenších. /The aesthetic education of the youngest ones./

Zdravotnická pracovnice, 30, 1980, No.6, pp.333--336.
2 photographs.

The foundations of a person´s aesthetic attitude to the world, his or her aesthetic interests and activities are laid and formed in early childhood. A child is influenced by a number of factors, both from the natural environment and from the world of technology and art. They are of a twofold nature: random and intentional. An important role is played in this respect by the family, educational institutions and artists creating for children.
The basic requirement to be met in the aesthetic education of the youngest ones is that all that is beuatiful should evoke in them pleasurable sensations. The author characterises individual kinds

of art influencing children from an early age, such as music, literary arts, drama and fine arts. The material and social environment exerts an occasional influence on the child, as well as interior furnishings and toys.

619. WOJNAR, I.: Wychowanie przez sztuke w swiecie wspołczesnym. (Interpretacje i tendencje.) /Education through art in the contemporary world. Interpretations and trends./

Wychowanie w przedszkolu, 33, 1980, No.1, pp.7--13.
2 figs.

The author differentiates between aesthetic education, art education and education through art and characterises briefly each of them, recalling some well-known concepts (H.Read and others). He concludes his article by presenting information about international meetings of specialists and their results.

11.2 Music education

620. BRYKINA, G.: Russkaya narodnaya pesnya kak sredstvo obucheniya vyrazitelnomu peniyu. /Russian

folk song - a means of teaching expressive singing./

Doshkolnoye vospitaniye, 1980, No.7, pp.87-88.

The author illustrates on folk songs stipulated in the curriculum of educational work for individual age groups how to foster in children interest in singing, to develop the voice and hearing of children, to teach them singing habits and expressive singing, dynamically graded.
She especially recommends folk songs implying movement, the so-called ´khorovods´, expressing usually some action; their themes are interesting to children and easy to understand.

621. DZERHINSKAYA, I.: Puti sovershenstvovaniya muzykalnogo vospitaniya v doshkolnykh uchreshdeniyakh. /The methods used to perfect music education in preschool facilities./

Doshkolnoye vospitaniye, 1980, No.1, pp.86-87.

The author reports about the proceedings of an All-Union seminar held to present to the participants the results of the many years of cooperation between the researchers of the laboratory of aesthetic education of the scientific research institute for preschool education at the Academy of Pedagogical Sciences in Moscow and music education teachers active in preschool facilities in

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Gorkiy and Gorkovsk Region. The major paper was delivered by N.Vetlugina, research consultant at the aesthetic education laboratory. She explained in detail the principles of a comprehensive approach to music and aesthetic education. The main objective is to educate in children an aesthetic attitude to what is happening around them through the art of music. It was necessary, she stated, to harmonize all forms of music education, to guide children to acquire gradually and in a specific succession modes of perception, execution and creativity; to study children's interest, to satisfy their desires, their needs to express their impressions independently. This orientation of music education in kindergarten complies with the primary school curriculum. I.Dserzhinskaya presented in her paper the results of studies indicating the great potential involved in developing musicality from the first years in the life of a child. Children sensitively respond to music, which parallelly develops their vocal and motor skills. Music contributes to the enrichment of the mutual relations between educator and child. A number of music education teachers presented their experience of various forms of music education.

622. FORRAI, K.: Neskolsko slov ob esteticheskom vospitanii. /A few words about aesthetic education./ Doshkolnoye vospitaniye, 1980, No.12, pp.66-67.

There exists a uniform curriculum for music education in the Hungarian People's Republic. Its basic principles have been formulated by Zoltán Kodai, following his more than 40 years' work. Music education is based on singing. Kindergarten music education is focused on singing without accompaniment and on games involving singing. In the course of a year children will learn 20-25 verses and songs. Apart from that, various methods developing musical skills are used. Concepts such as 'high-low' are acquired by children spontanously during activities. A great importance is attached to listening to music, to making it possible for children to parallelly watch the performer, to observe the technique of playing and to experience the exciting communication between listener and performer. This is why kindergartens invite music school students to visit them. Such listening to music plays a more important role than listening to recorded music or watching television. Nothing is explained to children during the performance, they are given the chance to listen to music without interruption. Discussion meetings where children are asked to express what they feel are too formal. Feelings should be affected by actual musical impressions and not the interpretation of a composition.

623. GOLOVINA, T.: O nekotorykh voprosakh muzykalnogo vospitaniya detey. /Some questions concerning the

music education of children./

Doshkolnoye vospitaniye, 1980, No.2, pp.82-84.

The basis of music education is singing, movement accompanying music and listening to music. It is focused on developing the emotional perceptiveness and aesthetic taste of children. Singing appeals to children most and is most accessible. It unites children into a collective, develops interest in and love of music. The words help them understand the content of music and to learn the tune.
Movements to music evoke pleasure in children. They develop musicality, sense of rhythm, enhance musical perceptiveness. Movements helps children experience music, learn the character of a composition, recognize individual musical forms. Music affects coordination of movements, children learn to move to the tempo of music. Movement to music develops spatial orientation, attention, endurance, speed of response. Listening to music broadens a child's musical horizons, enhances his or her musical perceptiveness.

624. NEUSS, N.: Musica e movimento per l'educazione del bambino. Attivita giocose per l'avviamento al ritmo. /Music and movement in a child's education. Games to a rhythmic accompaniment./

Scuola materna, 67, 1980, No.18, pp.1139-1192.
15 figs.

This is a textbook containing detailed methodological instructions for rhythmic and music education, developed by a canton school teacher in Luzern in Switzerland and used successfully for a number of years in her practice; it was translated for the journal.

625. KOVAŘÍK, V.: Druhá konference o předškolní hudební výchově. /The second conference on preschool music education./

Predškolská výchova, 34, 1979/1980, No.6, pp.165--166.

A working conference was organised by the commission on preschool music education of the Czech Musical Society in September 1979. It was attended by over one hundred kindergarten teachers, headmistresses and methodologists, pedagogical school teachers and representatives of various institutions. V.Mišurcová discussed the importance of the comprehensive character of music education and pointed to the important role of children´s folklore. M.Kremličková discussed some question concerning contemporary music education in early childhood. J.Zezula presented his experience of introducing the new concept of music education in kindergarten. L.Kurková discussed the application of elementary dance movement in kindergarten music education. O.Janovská, chairwoman of the commission on preschool music education, dealt with questions concerning the creation of songs for the youngest ones. D.Raimanová presented her experience of using radio programmes in kindergarten music education. The agenda of the next conference will deal with questions concerning singing in collective facilities.

626. KUZMICHEVA, L.: Rabota muzykalnogo rukovoditelya.
/The work of a music teacher./

Doshkolnoye vospitaniye, 1980, No.5, pp.88-92.

The duties of a kindergarten music teacher also include individualised work with children and work with teachers and parents.
In addition to music education occupations a music teacher occupies herself with individual children or smaller groups, especially at the time allocated to children's free activities. These are children who have been absent from kindergarten for a longer time or who lag behind in some components of music and motor education. It is also necessary to work individually with children when they learn to play a musical instrument and when they prepare the repertoire for a children's performance.
Once or twice a week the music teacher works with the other teachers. She familiarizes them with

the latest developments in music, with the content of individual occupations, she chooses with them the musical accompaniment for physical education occupations and for the morning exercise, she plans with them the content of festivals and kindergarten performances.

627. LIFITS, I.: Mezhpredmetnaya svyaz ritmiki i dirizhirovaniya. /The interdisciplinary relation between rhythmics and conducting./

Doshkolnoye vospitaniye, 1980, No.9, pp.72-77.

The author refers to her article published in the preceding issue (Doshkolnoye vospitaniye, 1980, No.8, pp.61-67) and points to the importance of a purposeful interdisciplinary coordination between rhythmics and conducting. Conducting is the major discipline in the musical cycle. It is taught at pedagogical schools during the entire four years of study and is part of the state examination. Rhythmics has never been taught in the conductor and choir departments of music schools. It is therefore of importance to test the potential of rhythmics, aiming at its eventual application in conjunction with conducting instruction. Two possible approaches have been suggested:
1. movements can be practised in rhythmics classes necessary for conducting, such as relaxed movements of hands, expressing the intensity of a tone, work

of the shoulder and elbow muscles, relaxation of the wrist;
2. exercises can be practised developing organizational habits, interaction with a collective and directing it, conducting in groups.
The author elaborates these two alternatives in detail.

628. LIFITS, I.: *Znakomstvo s russkoy narodnoy plyaskoy.* /Familiarization with the Russian folk dance./ Doshkolnoye vospitaniye, 1980, No.12, pp.50-53.

Pedagogical schools training kindergarten teachers devote attention to the students´ familiarization with Russian folk creativity. It is especially the music departments of these schools that familiarize students with folk creativity in all subjects comprising the musical cycle: singing lessons, conducting, choir singing, instruction in playing musical instruments. The Russian folk dance constitutes an outstanding means of aesthetic and moral education.
Kindergarten children learn simple dance movements as early as the junior group; more complicated elements are added later. They always practise to the accompaniment of music. It is not sufficient, though, to teach children the technique alone, but use should be made of opportunities for moral education, children should be given the chance of enjoying

joint movement and experiences.

629. MURYCHEVA, N.: Razvitiye muzykalno-sensornykh sposobnostey detey rannego vozrasta. /Developing musical and sensory skills in young children./

Doshkolnoye vospitaniye, 1980, No.11, pp.84-86.

Occupations based on musical toys and musical and rhythmic movements have been found most suitable for developing the sensory skills of children aged from one-and-a-half to three years. The author describes the methods she has used to form hearing concentration and the skill to perceive music, especially to hear the beginning and end of music. Listening to the playing of musical instruments and to songs combined with play makes children aware of high-pitched tones. As for rhythmic relations, children become aware of them when playing with musical toys, performing rhythmic movements, singing.

Didactic games of the type "quietly-loudly" are used to develop dynamic hearing.

A music teacher relies in her work on cooperation with the other teachers. She gives them necessary consultations. The other teachers prepare children for musical occupations and reinforce habits in their work that children have acquired through music education occupations.

630. Musiche di Giovanni Guidi e Luigi Manenti. Fascicolo monografico. /G.Guidi's and L.Manenti's music. A monographic fascicule./

Scuola materna, 68, 1980, No.4, pp.229-260.

The monographic fascicule of the journal contains a selection of songs (scores with texts by different authors) composed by the above composers; the compositions are recommended for kindergarten practice. As to their themes, they are divided into lyric about nature, occasional (the year's holidays) and religious (23) songs.

631. POLEGANOVA, M. - KHADZHIYEVA, M.: Muzikata v organiziraniya pedagogicheski protses v detskata gradina. /Music in the organisation of the educational process in kindergarten./

Preduchilishtno vaspitanie, 28, 1980, No.6, pp.10--15.

There exists a number of possibilities of applying music and singing in kindergarten. This is the combination of music and song with movement (morning exercise, walking), with subject-oriented and locomotive games, familiarisation with nature (reproduction of suitable compositions, songs related to different yearly seasons, etc.), with educational activities, work on developing children's speech, art education. Music and singing also play an important role in aesthetic and emotional education. Future kindergarten teachers should by systematically trained for the above activities.

632. REDUGINA, Ye.: Vospitaniye lyubvi k Rodine sredstvami muzyki. /Education to love of one´s mother country through music./

Doshkolnoye vospitaniye, 1980, No.12, pp.85-86.

Familiarization with musical compositions offers many opportunities for educating love of one´s mother country. The Russian folk song fosters in children love for folk creativity, respect for the nation. When learning songs, children´s attention is focused on the melodiousness of folk speech, on how music underlines the importance of words. Russian folk songs enrich children´s language, familiarize them with language figurativeness. Dramatization combined with play, singing and movement help to understand the specificity of the Russian song.
Children also like compositions by contemporary composers; some of their themes facilitate children to form an image of their mother country. Russian classical music introduces children to the culture of their mother country.

633. Ritmika v professionalnoy podgotovke muzykalnogo rukovoditelya. /Rhythmics in the professional training of a music teacher./

Doshkolnoye vospitaniye, 1980, No.8, pp.61-64.

Rhythmics was introduced into the curriculum of the music departments at pedagogical schools in 1973. No methodological aids have been developed so far. There does not exist any special training for teachers. Such specialization is acquired by teachers of associated disciplines: theoreticians, choreographers, teachers of music education methods.
The article points to the importance of rhythmics in the professional training of kindergarten music teachers. Various methodological procedures are described, as well as suitable material.

634. RYBKINA, I.: O razvitii muzykalno-tvorcheskikh sposobnostey detey. /Developing the musical and creative abilities of children./

Doshkolnoye vospitaniye, 1980, No.6, pp.82-83.

Preschool children can express creativity also in various musical activities: they make up simple tunes, dramatize musical fairy tales. The first step was the setting of simple tasks, such as "sing your name". Gradually, with the perfection of children's singing habits, the standards of their creative activities increased as well. Children made up tunes for a given text. Even the youngest children were guided to express the content of songs through movement. For this they had to acquire certain motor skills. Teachers told children about the Russian and Soviet composers who had composed in childhood. Their objective was to encourage children not to be shy and to express themselves in a creative manner.

635. SMÍTKOVÁ, Z.: Pohyb s hudbou ve výchově dětí. /Movement to music in children's education./ Predškolská výchova, 35, 1980/1981, No.4, pp.18--19.

Music and motor education is based on the combination of music and movement. Children are asked to express through movement what they hear; they have to learn first to discern individual elements, for examples to identify accent, beat or a dynamic line. In the next stage, they should represent the composition in a comprehensive fashion, integrating the musical elements they have learned and practised. This will require the acquisition of the habit of attentive listening to music, the habit of perceiving musical details comprising a whole.

A synthesis of music, movement and word is best

suited for the music and motor education of children of preschool and junior school ages. The comprehension of a musical problem is preceded and facilitated, in addition to the musical composition and movement, by word in the form of rhytming verse, song, play accompanied by singing.
An all-round application of the above methods underlines the functionality of such education, which is of great educational importance. It contributes to the wholesome development and fitness of the nervous system, movement enhances the development of musicality and, through music, it develops locomotive and dancing skills. And the values of aesthetic education are of no less importance.

636. SMÍTKOVÁ, Z.: Pohyb s hudbou ve výchově dětí.
/Movement and music in children´s education./
Základní a rekreační tělesná výchova, 25, 1980,
No.7, pp.11-14.
2 figs.

The author deals with the problem of music and motor education of the youngest children. She describes methods and methodological aids designed for music and motor education.

637. SURANOVÁ, M.: Ako využívám verše a veršované rozprávky v hudobnej výchove. /How I make use of verses and verse stories in music education./

Predškolská výchova, 34, 1979/1980, No.7, pp.184--185.

The author describes a music education occupation during which children were to learn an excerpt from a poem by E.Čepčeková. The teacher defined the objective of the occupation in the following way: to carry out musical activities, to contribute to the emotional cultivation of child personality and to develop the child's natural ability to express music through movement. The content of the occupation was narration to the accompaniment of music; to perceive the rising and falling tune and to make comparisons between singing and the graphic form of the tune; to make up one's own tune for a known verse text; individual creative movement to music.
The whole occupation was focused on creative musical activities. Children were able to improvize individually on simple musical instruments according to their own musical and rhythmical ideas. In doing so they applied their imagination and skill of instrumental play they have acquired before.

638. SHARAPOVA, V.: Organizatsiya fakultativa "Muzyka i deti". /Organizing the elective subject "Music

and children"./

Doshkolnoye vospitaniye, 1980, No.8, p.67.

A music teacher alone cannot ensure an all-round music education of children. The other teachers also participate. Most students who come to pedagogical school No.5 in Leningrad have had musical training before. The elective subject "Music and Children" is designed for them. The content of the subject is to show students who have had musical training the possibilities of their future work with children, to incite professional interest in them, to teach them to work independently with musical literature, to familiarize them with the playing of children's musical instruments.

639. VETLUGINA, N.: Vidy detskoy muzykalnoy deyatelnosti. /Forms of children's musical activities./

Doshkolnoye vospitaniye, 1980, No.9, pp.85-92.

The preschool period is time suitable for the acquisition of musical experience, formation of beginner singing skills and dancing movements, acquisition of basic knowledge of music.
I. The principal form of musical activity is listening to music. It introduces a child to music for the first time, it is an accompanying phenomenon in all other musical activities. Perception of music as a mode of musical activity assumes

various forms: 1. listening to music as part of music education occupations, 2. listening to music when learning songs, dances and the playing of musical instruments, 3. listening to music and sound characteristics in musical didactic games.

II. Another form of musical activity is practical execution such as song, games, dance and the playing of children's musical instruments.

Singing comprises the practising of singing skills and hearing habits, gradual learning of songs focused on developing the voice and hearing, song creativity stemming from children's initiative or the initiative of adults encouraging such creativity.

Rhythmics forms in children the perception of musical images and the ability to express them through movement. Musically rhythmic movements are a means of developing emotional responsiveness to music, forming a sense of rhythm. The principal requirement concerning the quality of movement is its harmonisation with music.

Playing children's musical instruments. Children get acquainted with musical instruments, with the quality of their sound. They play individually, in small groups or in an orchestra.

Children's musical creativity reflects in singing, improvisation of simple motives. It is possible to set tasks to children, for example to make up a tune for certain texts.

Musical creativity constitutes a process activizing all forms of musical activities.
The last form of activities is edifying, cognitive; acquisition of musical knowledge both of a general nature concerning music and musical activities and of a special nature concerning specific forms of musical activities.

640. VIKTOROV, V.: G.A.Struve o musykalnom rasvitii doshkolnikov. /G.A.Struve on the musical development of preschoolers./

Doshkolnoye vospitanie, 1980, No.4, pp.90-93.

Georgiy Aleksandrovich Struve is the organizer and artistic leader of the first children's choir studio in the U.S.S.R., "Pioneriya". It also includes preparatory classes for preschool children. Music instruction should begin at a very early age. Musical talent differs with individuals but there do not exist children who would not be musical. There are only children whose musicality is insufficiently developed. Preschool children display an extensive musical potential which we do not even expect. The experience from the preparatory classes demonstrates that with the right methods based on elements of play, children will enjoy playing conductors, singers, imitate with their voices the sounds of various musical instruments. It becomes easy for them to identify by ear all musical intervals, which is a requirement set for music school pupils; they are able to hear and recognise basic harmonic functions, acquire a broad repertoire of songs. Children's voice can be harmed by shouting, straining, too high-pitched or low-pitched singing. It is only normal singing within an adequate scale that develops voice. In case a child's vocal apparatus is defective, the child sings out of tune and this leads to the wrong inference that he or she is not musical.

641. VOLKOVA, L.: *Razvitiye tvorcheskikh muzykalnykh sposobnostey detey.* /Developing children's creative musical potential./

Doshkolnoye vospitaniye, 1980, No.12, pp.81-84.

One of the principal tasks of preschool education is the developing of creative abilities. Musical creative abilities emerge at an early age and they are quite considerable. On their own iniative, children improvize simple tunes, dance, dramatize.
Musical creativity reflects in songs, games, dancing. To enhance song creativity children are set tasks, such as "Sing your name" and the like; later they are asked to make up a tune for a specific text and to express its character; to make

up a tune in the rhythm of march, waltz, polka. Play creativity reflects especially in dramatization of songs through movement. When developing dance creativity, children discover new combinations of known dance elements. Children compete for who will make up more dance movements. All forms of creativity develop children's musicality, their emotional perception, movement coordination.

642. WATTS, D.W.: Music, medium and message.

Early Childhood Education, 13, 1980, No.2, pp.25--35.
9 refs., bibl.cover.

The author discusses the importance of effective music tuition in kindergarten and primary school, including the problem of quality musical training for kindergarten and primary school teachers through new methods of teaching and new methods of classroom work (work with new musical instruments). Music becomes the first medium of communication for a child. Every child learns to talk through interaction with an adult who need not necessarily be a good model (his or her accent or grammar may be incorrect), but, still, his or her speech will constitute an adequate model for the child, for it does not matter what is being said, rather how it is being said. The same applies to music. In music, attention should be focused on the medium, rather than on the message alone. The author goes on to describe the history of music instruction in Alberta. The teaching of music in kindergartens and primary schools in 1950 consisted of three parts: singing from a song book to the accompaniment of the piano, a recorded musical fairy tale and a rhythmical band. The author includes in his article a survey of the literature used and musical fairy tales on records. The main development happened in 1960, when folk music gained popularity and it influenced early childhood music in the following manner: it discovered a number of new songs for children, filled the gap between songs for adults and for children and re-discovered the guitar and the banjo. Television and long--plying records also contributed to this development.

Kindergarten music education entered another stage of its development in 1970, when it was effected by Orff´s and Kodaly´s methods. Orff´s stressing rhythm and the use of simple musical instruments served as an impetus for children´s becoming actively involved in producing music in early childhood and Kodaly´s laying emphasis on the voice as the initial music instrument and the use of the folk song as the basic musical form gave everybody a chance to express oneself through music. Orff´s and Kodaly´s methods, however, could not be applied in the U.S.A. for lack of qualified kindergarten teachers and also for being exoteric and "foreign" to kindergarten and day-care centre teachers both with respect to their the content and the form.

The author discusses the relationship between music and the art of language. A new method of music instruction has been developed to match the Western subculture. Music and the art of language have two similar phenomena in common: singing builds up vocabulary by providing a framework for fixing the new words in the memory, it helps to conceptualize new meanings. Songs strengthen cultural identity. Singing releases strong emotions (important in music therapy). The most important thing, however, is that singing provides balance between freedom and safety, enables a child to explore, improvize and to return to the original form. The art of language contributes to the specific principles of music instruction: integration, succession and actual expression. The author goes on to discuss developmental patterns and the importance of succession in music instruction. The same principle has to be respected in music instruction as in language teaching (listen before you begin to talk, look before you begin to write). A child should not be forced to sing (in the first place, we have to sing a lot for it, then to encourage it and in the final phase we shall teach it to sing on its own). Another principle of music education

is initial approach which should be realized through hearing (listening to the radio, records or tape-recordings rather than books used by the teacher in music education).
"Continuous control" - quantity should prevail over quality in the music education of a pre-school child. The teacher should proceed from the simple to the complex, from the concrete to the abstract. Self-expression in singing primarily applies to the tune and words. Composition can start from modest beginnings. We can use songs without a change in the tune, by altering the mood we are singing about (merry, sad) or we can change a word or two in a seasional song suitable for another season. Some songs match children's names, pieces of clothing, etc. Some are designed to make a pair of rhymed lines and whole verses. Such methods will encourage children to participate in singing with pleasure and to compete in submitting proposals for their own creation of songs. The author concludes his article by suggestiong how to teach children love of music, to participate actively in music activities, how to improvise, how to sing for them - the mother's voice is invaluable for a child's music education and its tune need not be absolutely correct.

643. WENZLOVÁ, R.: Hrajeme, musicírujeme. /We play, we make music./

Predškolská výchova, 35, 1980/1981, No.1, pp.28--30.

The author describes the experience of the secondary pedagogical school in Beroun. It is a positive feature of pedagogical schools that they make use of various musical instruments, such as piano, violin, flute, guitar, percussion instruments of Orff's instrumentation. The principal goal of teaching is to achieve such a level of skills by students as to be able to use the instruments in their work in kindergarten, at least to accompany musical and educational activities. Accompaniment to singing, games, dancing and motor activities constitutes the minimum requirement to be met by all students. A musical instrument is indispensable in learning new songs, as a backing to singing, etc. Instruction in the playing of a musical instrument also shapes the general musicality of a person. It enables him or her to grasp the theoretical principles of music, shapes his or her sense of harmony which is indispensable in an improvised accompaniment to songs. The school devotes a lot of attention to it, for students will need it most in their future work. They are taught to learn how to adapt a song into a key suitable for children, to make up accompaniment to walking, running, etc.

11.2.1 Developing musicality

644. DIVIŠOVÁ, S.: Tanečně pohybová výchova. /Dance and motor education./

Predškolská výchova, 35, 1980/1981, No.3, pp.24--25.

Dance and motor education begins with rhythmical exercise to rhythmically arranged rhyming verses. Exercise to music is organised in the morning, on various occasions during the day and after the afternoon rest. The kindergarten has established cooperation with the dance department of the popular art school. Kindergarten teachers come to the preparatory department of the popular art school to observe their work and to get some inspiration for their own work in dance and motor education in the kindergarten.

645. LABYE, M.M. Education musicale et rythmique. /Music and rhythmic education./

L´école maternelle belge, 1979/1980, No.5, pp.220--226.

5 figs.

The article presents practical examples how to teach kindergarten children notes and singing from notes.

646. RINEHART, C.A.: Music: A basic for the 1980s.

Childhood Education, 56, 1980, No.3, pp.140-149.
1 fig.

During the 150 years of its existence music education has undergone various changes in the system of school education. Attention should be paid to the setting up of independent music schools for children and children's orchestras or ensembles. In the future, music education should be developed even more intensively, supported by the psychology of learning and individual lessons for handicapped children should be expanded. The new approach will also entail an extension of music teachers' training.

647. SEDLÁK, F.: Znovu k práci s hudebně zaostávajícími žáky. /A few more words about work with pupils lagging behind in music./

Estetická výchova, 20, 1979/1980, No.7, pp.175-177.
3 refs.

The study is focused on tackling the problem of children lagging behind in music who come to the first grades of primary school. A survey conducted in conjunction with the re-structurisation of the first grades of primary school has confirmed that large numbers of children keep coming to the first grades who had begun to lag behind in their musical development in early childhood, due to the effects of social environment and inconsistent and little effective music education. Retarded musical development reflects markedly in unclear and little expressive singing, in unfelt desire and need to sing, in the little developed skill of concentrating attention when listening to music. Children come to the first grades who are inadequately prepared to fulfil the requirements stipulated for music education. The author goes on to consider the causes of the retarded musical development of preschool children and suggests a number of methods and forms of work to be used with these children when they start attending primary school.

648. WATTS, D.W.: Music, medium and message.
Early Childhood Education, 13, 1980, No.2, pp.25--35.
9 refs.

The author discusses the role of physical and music education in early childhood. Music education is often conceived as a subject for which a child must have a "disposition". Contrary to physical education where apparatus is available and to art education where paper and drawing supplies are available, our own potential will have to suffice in music. Music should be conceived as a communi-

cation medium.
The author mentions in his article some suitable songs and composers, including the importance of folk music in preschool education. Children's active attitudes to music must be encouraged.

11.2.2 Musical activities

649. ALEKSEYEV, V.: *Obucheniye detey vyrasitelnomu peniyu.* /Teaching children to sing expressively./
Doshkolnoye vospitaniye, 1980, No.1, pp.88-89.

The author describes the procedures used in practising songs with children in various age groups. It is not only a suitable selection of songs for children of different age categories that is necessary, but each song, depending on its content, genre and musical composition, will require a specific method of presentation, familiarisation with the content, evocation of interest in it and in the mood the song expresses. Children must learn the text of the song thoroughly, to understand it and to feel harmony between the content of the song and its melody.
The author describes in detail the procedure he used in practising a song in several occupations and demonstrates on examples how to work with individual songs.

650. FISCHER, V. - HANUŠ, J.: Malované písničky. /Painted songs./

Prague, Panton 1975.
Reviewed in: Estetická výchova, 20, 1979/1980,
No.10, p.274.

This is an accomplished work, both from the artistic and conceptual points of view, accentuating the modern concept of aesthetic education for preschool children. Children will find in the book many possibilities for creative play. The book contains practical suggestions for teachers how to make full use of it and how to apply it, in practice, in the educational process. The book was illustrated by Zdeněk Seydl.

651. VÁŇOVÁ, H.: K vymezení pojmu dětská hudební tvořivost. /Defining the concept of children's musical creativity./

Estetická výchova, 21, 1980/1981, No.3, pp.73-74;
No.4, pp.93-94.
16 refs.

This is a brief survey of attitudes to the problem of creativity from various standpoints: from philosophical and sociological viewpoints, aesthetics of creation and general theories of creativity, to studies of the psychological essence of the process of creation and development of creative personality as a result of educational efforts. The author of the article has attempted to explain in detail the principle of children's musical creativity. She conceives it as an elementary, independent musical activity which, on the basis of selection and combination of individual musical concepts, creates a relatively new and an objectively expressed musical quality. It is a musical activity which can be characterized by qualities such as simplicity, independence, relative originality and which results in the sound realization of a pupil's mind's activity or in the form of a score. Children's musical activity may develop in two directions: as children's elementary improvization and as children's elementary composition (the term naïve children's composition is often used when referring to a spontaneous arrangement of musical elements without any theoretical knowledge).

11.2.3 Receptive music education

652. EYRIKH, A.: *O vecherakh-kontsertakh posvyashchennykh kompozitoram.* /Evening concerts devoted to composers./

Doshkolnoye vospitaniye, 1980, No.3, pp.93-95.

Kindergarten should offer children as many opportunities for listening to music as possible. An effective form are subject-oriented concerts, such as Russian Folk Music, Music of the Peoples of Our Country, Humour in Music, Musical Puzzles, The Year's Seasons, etc. The curriculum of educational work stipulates to organize several subject-oriented concerts for the preparatory classes during the year, devoted to Tchaikovski, Pushkin, Marshak. The programmes of such concerts include not only songs, but also games, dances, exercise with apparatus, the playing of musical instruments, listening to musical compositions. Children, teachers and music school students perform at such events. It is also possible to use recorded music, tape-recordings, etc. It is necessary to prepare carefully a brief introductory address dealing with the life and creation of a composer or author. The author describes the preparations for and the programmes of concerts devoted to the creation of D.B.Kabalevski, D.Shostakovich and M.N.Glinka.

653. JAKALOVÁ, L.: Počuvanie prednesových skladieb. /Listening to concert music./

Predškolská výchova, 35, 1980/1981, No.3, pp.26--28.

1 photograph.

The author describes the experience of the pedagogical school in Levice, where students practise concert compositions in the mandatory classes of playing musical instruments. Each student will introduce his or her composition to the class, interpreting simultaneously its content and musical form. Subsequently, he or she will test its effectiveness in the kindergarten. The following steps have been found useful in performing concert compositions: 1. introduction, 2. familiarization with the composition both with respect to its content and its musical form, 3. the actual performance of the composition which should be repeated several times, 4. discussion about the composition. They also observe how the composition affects the children's emotional life.

It is recommended to repeat this composition to the children again after some time and, in the form of play, to point to the specific features of that particular piece of music (dynamics, tempo, rhythm).

Concert compositions can be performed in literary education, too, in art activities as well as in other educational components.

654. Konsert för förskolebarn på konserthuset. /A concert for preschoolers./

Förskolan, 63, 1980, No.5, p.32.

The State Philharmonic Orchestra in Sweden tried an experiment: it performed for a whole week for preschool children. They were able to participate actively in the concert, by applauding to rhythm, imitating the conductor and by singing. Another cycle of selected passages from classical music is planned for 1981.

655. ŠTRÁCHALOVÁ, B.: Dítě a hudební nástroj. /The child and the musical instrument./

Predškolská výchova, 34, 1979/1980, No.8, pp.218-219.

3 figs.

A kindergarten teacher describes her experience of using the publications by Jiří Havel "Merry Notes" and by Kamil Bednář "The Piano on the Road". Together with a popular art school they organised an educational programme "How do you hear ....", designed to familiarise children with musical instruments (piano, flute, drum); they learned to identify them by shape and sound and were introduced to musical forms of expression. They were encouraged to express what sort of mood was evoked in them by a particular instrument and to try to draw it according to their mental image of it. Later on, the popular art school presented to the children the performance of two musical instruments and an instrumental concert. Children are also able to listen to recorded music. Gradually, a sense of the musical instrument is formed and a general interest in music is incited in them.

11.3 Art education

656. FLEKOVÁ, M.: Výtvarná výchova v jednotřídní mateřské škole. /Art education in a single-class kindergarten./

Predškolská výchova, 34, 1979/1980, No.7, pp.187--188.
3 figs.

Preparation for art education plays a very important part in the single-class kindergarten. The teacher must know the level the children have attained in art activities, their technical skills and to base her planning on an evaluation of the results that have been achieved before. Every art activity should be preceded by observation of a long-term nature based on emotional experiences. The teacher describes the course of occupations the contents of which were different topics intended for individual groups of children: Our House and My Mum, Our Street, Our District of the Town. The task was the same for all the children, but the topic was differentiated for individual age groups. The youngest children worked with Chinese pastels,

children in the middle and senior groups with temperas. They were given paper sheets of different sizes, matching the topic. The introductory speech was prepared so as to enable the oldest children to start working first, the youngest being the last to begin. They are always the first to finish their work and this is why a corner is reserved for them to play and not to disturb the others.
For repetition, the teacher chooses different topics for the same tasks and applies various techniques: collage, drawing on a wet background, games with a colour spot, printing of colour spots, folding of paper.

657. LEVIN, A.: Vash rebenok risuyet: Kniga o detskom risunke. /Your child draws: A book on childern's drawing./

Moscow, Sovetskiy khudozhnik 1979. 271 pages.
Reviewed by: Chanova, I.
Doshkolnoye vospitaniye, 1980, No.12, p.72.

The author has studied children's art activities from an early age up to adolescence. The publication consists of two parts. One deals with the drawing of children of preschool and junior school ages, the other with the drawing of adolescents and the education of young artists. The author associated children's drawing with other aspects of child mental development, cognitive activities, speech, play, emotional development and initial demonstrations of aesthetic sensations and ideas. The book is extensively illustrated with drawings made by children from Leningrad. It is designed for specialists engaged in the study of child aesthetics, pedagogy and psychology. It will also be found useful by teachers, kindergarten teachers and parents.

658. ZANKOV, O.: Struktura, organizatsiya i provezhdane na zanyatiyata po izobrazitelna deynost. /The structure, organization and course of art education classes./

Preduchilishtno vaspitanie, 28, 1980, No.8, pp.16--24.

The author deals with the methodology of kindergarten art education. He deals with the preparation for specific tasks, both with the teachers's preparation and that of the children's, the children's art activities and their evaluation.

11.3.1 Artistic expression

659. BAUMANN-GASSER, V.: Kindliche Entwicklung sichtbar in Kinderzeichnunge. /Child development reflects in

children's drawing./

Der Schweizerische Kindergarten, 70, 1980, No.9, pp.409-444.
29 figs., 8 refs.

This is an excerpt from the seminar paper by the author who, after several years' of teaching practice, carries on her study at the Institute for Applied Psychology in Zurych. She considers children's drawing one of the forms of a child's expressing itself. In the course of fifteen years she has collected the drawings done by her own children and pupils, and also children's drawings she obtained during her trips abroad. She uses examples to illustrate how drawing reflects normal child development. Out of the chaos of scribbling a head-and-legs being emerges in the fourth year in the life of a child. A five-year-old child will draw the essential features of a human figure. Later, flat hands and legs will be added, the figure is dressed. Proportions improve. The representation of knees, elbows, attempts at outlining the profile give the drawing a dynamic style. Drawing develops in children practically in the same manner, only the pace of progress and perfection differs, according to the individuality and intellectual maturity of a child.
Children's drawing is used in I.Q. texts: F. Goodenouth (1926) - the drawing of human figures, K.Koch (1972) - the drawing of a tree. The author presents

and describes examples of such drawings done by children at different levels of development. An evaluation of a drawing may contribute to a decision on school maturity. It is possible to infer from a drawing what interests a child momentarily, what influences it or what terrifies it; it is possible to infer what are its current desires, needs, worries. The author presents, analyzes and interprets examples of drawings reflecting desire, anxiety or aggressivity. On the other hand, she warns against overrating children's drawing. It only reflects a certain tendency which has to be associated with the other manifestations of a child's behaviour. To be able to interpret and clarify a child's drawing, it is necessary to study its content, style (positive, harmonious, dynamic, static), execution (carefully drawn, roughly sketched), representation of persons, including one's own portrait, the size of one's own portrait, proportion to other persons, line quality, colour. Drawing, as a medium of a child's expression, plays an especially important role in children of preschool and junior school ages. An analysis of a drawing can help the teacher in his or her initial familiarization with a child. An analysis of a drawing by the parents may indicate to them that the child needs something else or more than they are giving him or her. They may also learn from it how the child is affected by the surrounding world.

660. GALAYDA, S.: Trud vzroslykh v risunkakh starshikh doshkolnikov. /The work of adults represented in the drawings of senior preschool age children./

Doshkolnoye vospitaniye, 1980, No.1, pp.16-17.

One of the important tasks of kindergarten is to form in children concepts of the processes taking place in the life of the society. This will subsequently enable to form a positive attitude to these processes reflecting the essence of the Soviet system. Children show interest in processes taking place in their surroundings. They reinforce the concepts acquired in this way by means of varied activities. Drawing enables a child to express its attitude to the surrounding world, to show what it is interested in most. A drawing reflects a child's experiences, such as moral and ethical judgement. To achieve this, a child must acquire first a sufficiently extensive and accurate knowledge of objects and processes, i.e. of the work done by various workers. In addition to direct observation, it is possible to make use of fiction, illustrations, paintings. Such an approach will reinforce and make more accurate children's knowledge of the work of people and, parallely, positive attitudes will be formed in children towards those who do it.

661. YEMELYANOVA, L.: Analiz detskikh rabot po izobrazitelnoy deyatelnosti. /Analysing children's works of art./

Doshkolnoye vospitaniye, 1980, No.3, pp.28-30.

The analysis of children's works should be based on the content of occupations and the implementation of their principal objectives. Children should be able, on completing their work, to have a look at the drawings or objects made by the other children. The questions asked by the teacher correspond to the type of an occupation. For example, when children draw on a model, the questions are focused on the representation of the reality. When illustrating a fairy tale or a rhyming verse, the teacher turns the children's attention to the composition, to expressing the action, colours, the skill of expressing oneself in a creative fashion. The author includes in her article a synopsis of an occupation and a description of an analysis of the children's works.

662. POLUYANOV, Yu.: *Dvizheniya i izobrazheniya.* /Movements and representations./

Semya i shkola, 1980, No.3, pp.34-37.
1 fig.

The first attempts at drawing appear in the second year of a child's life. The initial scribbling does not represent anything. The child imitates the behaviour of adults. Another stimulus for drawing is a child's motor activity. The movement of the hand alone evokes satisfaction. The structure of observation (succession, intentionality) is formed in a child on the basis of the actions of the hand. The visual dependence on the movements of the hand is maintained for a long time.

The first drawings of a child do not represent anything, they reflect its motor activity. The child does not intend to represent anything, it enjoys making a colour line which is the result of its activity. Rhythm is the first organizer of such movements. The child enjoys repeating the same movements. Later on it becomes aware that the movements of the hand can control the thickness of lines. The first representations of objects appear accidentally and it is mostly adults who discover in them a resemblance to the reality. The child begins to understand that the results of its manipulating a pencil or a brush may result in the picture of an object. This encourages the child to a more intensive drawing activity. The association between objects and the child's movements becomes reinforced in its consciousness. To make its drawing resemble reality, the child will add other details, dots, lines, etc. These are the beginnings of a child's representation of the objects and processes of the surrounding world.

663. POLUYANOV, Yu.: Rasskazyvayet tsvet. /The implications of colour./

Semya i shkola, 1980, No.9, pp.38-40.
1 photograph.

Colour plays a very important part in developing children's fantasy. Children's drawings are largely motivated by emotions, which reflects in their colours. Colour evokes pleasure in children. Even very young children respond to brightly coloured objects. Interest in vivid colours plays an important role in developing the ability to recognise and remember colours. A three- to four-year-old child, undergoing a transition from scribbling to representation of objects and actions, does not attempt to give a true picture of the colour reality. It will use different colours to draw one particular object. Colour attracts the child as a manifestation of the beauty of an object.

Adults should create conditions for a child to enable it to draw and paint. Such material should be chosen as would make the actual painting easier (liquid colours, soft pastels). Otherwise the child would have to concentrate more on coping with the technique rather than on the actual drawing.

A child demonstrates early attempts at naming colours. At first, it will learn basic colours, later on it will begin to differentiate between colour hues. At the beginning of the fifth year, it will start trying to represent reality in colour. The sense of colour will also develop in a child through a systematic familiarisation with works of art; folk art is easier for a child to grasp than the works of prominent artists. Illustrations in children's books can be used to advantage in this respect.

664. POLUYANOV, Yu.: Realnost, igra, fantasiya. /Reality, play, fantasy./

Semya i shkola, 1980, No.7, pp.34-36.
4 figs.

In drawing children associate objects they are representing with the life surrounding them. An interest in an activity shown by a child becomes a stimulus for drawing. It is often difficult to detect whether a drawing stems from observation of the surrounding world or from play reflecting the surrounding world. A child is very keen on making such drawings, it talks to itself in the process, for the child plays a specific role in the event it is transforming into a picture. The ability to experience represented actions affects a child's mental development.
Action is often not appearent in the drawings of three- to four-year-old children, but they express it in words, supplement it by other details. Such an account reveals relationships not detectable from the drawing.
The composition of drawing undergoes changes in the course of the preschool period. Around the

fourth, fifth year a child becomes aware of the meaning of up and down. Six- to seven-year-olds realise the limited space of a sheet of paper. They will usually draw a large object in the middle, arranging the other objects - often symmetrically - alongside. The intention of drawing also alters: the child endeavous to express dynamic action. The author illustrates the above theories on examples of children's drawings he has included in his article.

665. POLUYANOV, Yu.: "Tochka, tochka, dva kryuchochka .."
/"A dot, a dot, two circles ...". /
Semya i shkola, 1980, No.5, pp.35-37.
3 figs.

The drawing of the human figure made by a child is usually his or her first representation of something real. Like other children's drawings, it is produced accidentally, with the assistance of an adult. The child manages to make a closed circle. He or she will add other signs, two vertical lines, giving thus rise to the first typical drawing of the human figure, a head-and-legs being. The difference between the reality and the head-and-legs being should be attached to the child's lack of experience. The child's perception is selective; the child chooses what he or she conceives as important, toward what he or she feels an affective attitude. In everyday contact with adults a child is influenced most by their faces. This is why in children´s drawings the face plays the most important part.

Children´s involvement in representation is closely associated with their speech. At first, children name drawings on their completion and one or two signs identical with reality are sufficient for them. Like at play, also in drawing children are primarily interested in activity. What they do not represent, they will explain in words. Talking about one´s own drawing activizes thinking. Thinking, in turn, will influence the developing of a child´s concepts of the surrounding world. This process becomes most marked at the ages between four to six. At this age, the child presents a verbal explanation in the process of drawing. He or she will try to represent individual features of persons, especially by working carefully on the features of the head and face.

666. RŮŽIČKA, J.: Výtvarný projev dětí jeslového a raně předškolního věku. (I). /Artistic expression of children of the crèche and early preschool ages. I./

Estetická výchova, 20, 1979/1980, No.2, pp.34, 51. Continued.
5 figs.

In his paper the author explains the changes child-

ren undergo in their artistic expression. The fascination phase when an infant aged one experiences the first sensations of fascination, interest and experience of its movements leaving tracks the infant itself is able to change and influence. The other stage constitutes a period of child expressionism, characterised by a shift in the child's concentration of interest - from the outside into the inside: the child experiences its inner states more intensively than before and they become the subject of its communication. This phase stems from the gradual emersion of the child's ego, awareness of oneself, still on a primitive level, but very intensive.
The author goes on to state that these phase transformations of the inner life have, until recently, neither been recognised nor respected. Children are not able to express themselves adequately about some phenomena, for they lack the necessary medium - speech. Expression through art is accessible enough to children around the first year to become a valuable medium of communication: spontaneously emerging drawings, paintings or Plasticine objects.

667. RŮŽIČKA, J.: Výtvarný projev dětí jeslového a raně předškolního věku. (II). /Artistic expression of children of the crèche and early preschool ages. II./

Estetická výchova, 20, 1979/1980, No.3, pp.61-62, 79.
6 figs.

The author deals with the other developmental phases children undergo in artistic expression. In the period of initial realism a child does not paint only as a result of mere fascination over material or the need of expressing emotional sensations, rather it attempts to portray something having general validity, what in other spheres approaches the so-called objective attitude, objective knowledge. Artistic expression turns into an endeavour to comprehend inadequately arranged reality and to represent, through the medium of material, what the senses, especially vision detect as typical of the original. The final stage in the development of children's artistic expression is the sign and symbolic period. A symbol comprises the overt and the covert, the general and the particular. The overt component of a symbol resembles a sign, yet it differs in a number of principal characteristics. A symbol as a product of creation is a new fact existing in its own right, having its uniqueness, which is irreplaceable. A symbol facilitates and mediates the detection of hidden purpose in certain associations. Inner and external conflicts, newly emerging structures of development, traumas and attempts at solving them, indications of prediction of subsequent developmental phases, all this may reflect in the symbolic nature of children´s creation.

11.3.2 Art activities

668. BOLHOVÁ, O.: Jak spestřuji práci v oblasti výtvarné výchovy. /How to make work in art education more interesting./

Predškolská výchova, 34, 1979/1980, No.10, pp.271-273.
4 figs.

When fulfilling the tasks stipulated in the programme of educational work the author set herself the objective to make use of the largest possible number of art techniques to discover what was in the children´s power to create. She encouraged the children to artistic activities through play with art materials. Such activities require an individualised approach; she organised them always with a group of six children at the time when children were free to occupy themselves according to their own choice. She used games with colour spots, imprints produced by folding paper, cutting out, sticking on and filling in shapes with pastels, charcoal or painting with water colours. When staying outdoors, the children became inspired for creative work and acquired the ability to perceive their environment. The author concludes her article by describing the material she uses in drawing, painting and modelling as well as the technique of work.

669. CHERNYSHEVA, A.: Svoyimi rukami, /With our own hands./

Doshkolnoye vospitaniye, 1980, No.1, pp.51-55. 4 figs., 12 photographs.

Construction offers many opportunities for developing volitive qualities: precision, the knack of accomplishing the work once begun. It also influences child physical development. When a child builds large constructions from snow and sand, it makes varied movements; when it makes toys from small-size materials, the fine muscles of the hand are exercised. The child's movements become more practised, more coordinated. Construction is accompanied by pleasurable sensations, the child feels satisfaction from its own activities. The author describes the making of different toys and objects from paper, natural materials, from wood, clay, small boxes, etc.

670. DĚDIČOVÁ, B.: Kresba tuší na mateřské škole. /Drawing in Indian ink in kindergarten./

Estetická výchova, 20, 1979/1980, No.1, p.29.
3 figs.

A kindergarten teacher describes her experience of working with Indian ink in the art education of preschool age children. She describes how she proceeded with familierising children with the new medium and how she managed to motivate their desire to express their experiences through drawing.

671. GÉRARD, F.: Le graphisme. /Graphic activities./
L´école maternelle française, 1980, No.9, pp.19-34.

Graphic activities comprise children´s drawing and writing. Such activities became the subject of scientific study mainly in the years 1885-1920. More recently, they have been subjected to psychological analysis especially by L.Lurcat and J.Piaget, who have elucidated the laws governing them both with respect to physiological and intellectual development, laying thus some foundations for the pedagogical guidance of children.
The author distinguishes three stages in the development of graphic activities of children under six: in the first stage these activities are global, in the second stage drawing and writing become distinct one from the other and in the

third stage they set out on the path of autonomous development. This developmental line is documented by thirty children's drawings. The author presents evidence in her paper being aware of the approximate and schematic nature of classification of this kind.

672. YANKOVA, K.: Priemstvenost pri izobrazitelnata deynost mezhdu detskata gradina i nachalnoto uchilishte. /Continuity in art education between kindergarten and primary school./

Nachalno obrazovanie, 20, 1980, No.4, pp.25-30.

The author deals with the forms of children's art activities conducted in kindergarten and in primary school, underlining some positive feature as well as some shortcomings that may still be encountered in this kind of work (for example, a certain amount of stereotyped work in kindergarten, the absence of appliqué in primary school art education). The author concludes by stating that it is necessary to perfect the methods of work used both by kindergarten educators and primary school teachers.

673. YURYEVA, L.: Iz opyta organizatsii zanyatiy po ruchnomu trudu. /Experience from organising handcraft classes./

Doshkolnoye vospitaniye, 1980, No.2, pp.17-18.

Work with different materials is an interesting and creative activity bringing children together and guiding them towards mutual assistance. Children acquire work skills and habits they will be able to apply both at school and in their future lives.

They start with paper, for it is material easiest to handle. Children worked with fabrics for a whole year; at first in occupations designed for children to acquire the necessary skills and habits. Later on they worked on their own in afternoon lessons. As early as the middle group children began to use natural materials to work with them systematically the following year. The teachers consistently see to it that everything made by the children is utilised; they make toys, accessories for games, small gifts.

When working with different materials, children become aware of their uses and different qualities. They learn that to handle different materials, specific tools are required. Children become familiar with the structure of individual objects, learn how to handle materials with care, as well as tools and finished products.

674. LURCAT, L.: L´activité graphique à l´école maternelle. /Graphic activities in kindergarten./

Paris, Editions ESF 1980.
Reviewed in: L'éducation enfantine, 1980, No.6,
p.31.

675. MRÁZOVÁ, M.: Lidi, mašinky, továrny. /People, machines, factories./

Estetická výchova, 20, 1979/1980, No.6, p.168.
6 figs.

The article recapitulates the experience of a kindergarten teacher in the art education of preschoolers. It presents the description of a model occupation designed to familiarise children with the following words: machine, worker, factory. The author enumerates a number of stimuli used to encourage in children a spontaneous attitude to the subject. They succeeded in drawing some machines and talking about them according to images of their own.

676. OKASOVÁ, H.: Textilný záves ešte raz. /A few more words about the cloth curtain./

Predškolská výchova, 34, 1979/1980, No.5, suppl.
5 photographs.

The author refers to the article published earlier (Predškolská výchova, 34, 1979/1980, No.2) and presents some more suggestions. She describes her work with the students at the pedagogical school in Modra with whom she tackled the following questions: 1. how to apply aids in teaching and educational work, 2. how to encourage the activity of children and the teacher in making aids and their educational application. She describes the making of a cloth curtain as an aid for dealing with the fairy tale "The Fisherman And the Fish". Another alternative is to depict on the cloth curtain the leading character, including the relevant attributes. Children are asked to analyse the fairy tale and the qualities of the leading characters (for examples, The Twelve Months, The Dog and the Cat, The Snow White, Buratino and other fairy tales.)

677. PRÁČKOVÁ, K.: Hráli jsme si s nůžkami a papírem v mateřské škole. /We played with scissors and paper in kindergarten./

Československý loutkář, 30, 1980, No.12, p.281.

The author describes how to make puppets from paper. The children could not cope with the cutting, so the teacher had to lend a hand. The children's main objective was to add a few finishing touches to the puppets, they painted them, stuck colour papers on them, decorated them with pieces of cloth, etc. They used these puppets to play with, the best of them were on display at an exhibition organised by Komenium in Prague.

678. ROHÁČOVÁ, J.: Etuda pro dvě ruce a kamínek. /An étude for two hands and a pebble./

Predškolská výchova, 35, 1980/1981, No.1, pp.2-3.
3 photographs.

A teacher describes how she makes use of small stones, pebbles, in the aesthetic and art education of children.

11.3 Art education

679. LOSENICKÝ, B.: Plzeň má galerii dětské tvorby. /Pilsen has a gallery of children's creation./

Predškolská výchova, 35, 1980/1981, No.1, pp.24-25.

The author informs about the newly established Czechoslovak Gallery of Children's Art Creation. There are two permanent exhibitions of world and Czechoslovak children's works of art. The third section displays exhibits on various occasions. The Gallery also prepares itinerant exhibitions for foreign coutries. It has established contacts with similar galleries abroad.

11.3.3 Receptive art education

680. HALBEY, H.: Kognitivnost a kreativita v obrázkové knize pro nejmenší. /Cognition and creativity in pictorial books for the youngest./

Zlatý máj, 24, 1980, No.3, p.173.

The author reports about the results of an experiment designed to study children's reception of two completely different forms of illustration. The first type of illustration demonstrates all signs of unambiguity: clear unbroken colours, simple shapes, linear contours and reduction in the conception of a pictorial sign or implication. Such an image is not only very easy to comprehend quickly, but it remains unchanged in the memory. The other type of illustration also contains relatively clear colours, but the colour fields are enlivened. The cognitive function is fulfilled here only in the form of implication, repeated recognition is not easy. This form of illustration is open to a creative judgement of the image. In the author's opinion both these opposite approaches are of the same importance to the youngest children and should be applied in practice parallelly one to the other. Whereas the closed form helps a child to learn decoding and arrangement, the open form helps him or her develop fantasy and creativity, encourages children towards independent abstract creative thinking.

681. STEHLÍKOVÁ, B.: Nové výtvarné tendence v knížkách pro malé děti. /New graphic arts trends in books for young children./

Zlatý máj, 24, 1980, No.2, pp.86-92.
4 figs.

The author discusses the changing trends in illustration in conjunction with the new trends in the structure of genres as well as new types of books for the youngest children, such as cut-out books, paper toys, etc. The role of the graphic arts designer, especially with respect to books for young children, is being attached more and more importance, and simultaneously, the responsibility for looking for new, rational and effective forms of education through graphic arts. The study of the educational effects of illustration and literature in general will require cooperation with specialists in the fields of pedagogy, psychology, as well as medicine. The author of the article goes on to state that even if some books become the subject of research, neither the authors nor the publishing house will usually learn of this fact.

11.4 Literary education

682. BODICKÁ, V.: Spolupráca materskej školy s knižnicou. /Cooperation between kindergarten and library./

Predškolská výchova, 34, 1979/1980, No.7, p.191.

The author informs about the experience from Košice, where kindergartens have established close links of cooperation with the municipal library. The plan and forms of cooperation have been developed by the library personnel. Ten visits to the library are planned per year. The content of the visits is the following: 1. Familiarisation with the library environment. 2. How and from what does a book originate. 3. Who is the writer. 4. What is illustration and who is the illustrator. 5. Which books are we familiar with. 6. Independent choosing of books from the shelves according to a pictorial catalogue. 7. Choosing books a from a pictorial catalogue and reading from the book selected (reading is done in instalments in the library and in the kindergarten). 8. Discussion about the book they have finished reading. 9. Recapitulation of new knowledge, exhibition of children's illustrations of fairy tales in the library. 10. The ceremonial handing over of reader's cards in the presence of parents. Children become young members of the library. On the occasion of the International Day of Children a discussion meeting is usually organised with an author. Children talk about the books that have been read to them during the year. The author will tell them how he or she writes books and will usually read to them an excerpt from his or her creation.

683. BRONISLAV, F.: Z rosy a ze studánek. /From dew and from forest springs./

Edited and foreword written by J.Hilčr.
Prague, Albatros 1980. 140 pages.
Reviewed by: Červenka, J.
Předškolská výchova, 35, 1980/1981, No.3, pp.29-30.

This is a selection from the reflections, articles, lectures and discussions by František Bronislav. He writes and lectures about literature to demonstrate its purpose as a service to the entire community, to express the conviction that an author should have a profound knowledge of life to be able to write and to disseminate beauty. He calls for genuine creation for children.

684. DRĂGOI, C.: Utilizarea povestirilor continut istoric in grădinită. /Making use of historical stories in kindergarten./

Revista de pedagogie, 29, 1980, No.7, pp.45-48.
1 table, 21 refs.

In the introductory part of his paper the author presents the results of the study of literary texts dealing with historical subjects commonly used as educational and teaching aids in kindergarten; in the following section he recapitulates the answers of 166 kindergarten teachers concerning the question of using these texts. Conclusions: the material should be more diversified, it should be made more accessible to the mental capacity of preschool children, some improvements should be introduced such as audio-visual supplementary aids, etc.

685. GERBOVA, V.: *Oznakomleniye detey s proisvedeniyami khudoshestvennoy literatury.* /Children´s familiarisation with literary works./

Doshkolnoye vospitaniye, 1980, No.8, pp.9-13.

This is a detailed methodology of work with four-year-old children supplemented by examples of literary works. As stipulated in the curriculum of educational work, four-year-old children should become familiar not only with folk fairy tales, but also with fairy tales and poems written by Soviet authors. During the year, children are expected to learn 15 poems. When preparing for narration and reading, the teacher should make the following preliminary analysis: what to do to enable children to understand a literary work, to make them like its principal characters and to try to imitate them. She will have to select the words, figures of speech, dialogues, etc. which can enrich children's language; she will also have to practise the reciting of the planned work. The actual familiarisation will take place in the following stages: preparation for an occupation, introduction to the occupation, reading or narration, discussion about the content of the work, conclusion. When teaching poems, the author recommends to use demonstrative aids, such as toys and picture. A toy will sometimes serve for the dramatisation of an action. Once in three months an occupation is conducted the objective of which is to find how children have acquired and comprehended a literary works. This is done in the form of play (to recognise a book by the cover illustration, to recognise a poem from an excerpt, etc.). The author concludes her article by presenting a demonstration of such an occupation.

686. GOMOZOVA, S.: Ispolzovaniye khudozhestvennogo slova na zanyatiyakh po izobrazitelnoy deyatelnosti. /Making use of a literary text in art education occupations./

Doshkolnoye vospitaniye, 1980, No.3, pp.6-8.

It is an important part of aesthetic education to develop in children the ability to perceive a literary text and to express it through art. Fairy tales, poems, puzzles offer a great scope for enriching children´s works, expressing creative fantasy. The specificity and emotionality of literary works evokes in children clear images of the phenomenon being portrayed. The author suggests several methods of utilizing a literary text and supplements them by examples of texts. 1. To convey the topic of an occupation by means of a puzzle or a poem. 2. To make use of a literary text to intensify the emotional perception of an object immediately before portraying it (children are asked to draw an apple, the teacher will read to them a poem by Pushkin the subject of which was an apple). 3. A work of art is used to activise the impressions children have acquired during walks (for example, the landscape in autumn). 4. To illustrate motives from fairy tales. 5. This is a less known method, i.e. using a poem in the process of an activity, to enliven images. For example, children are drawing a winter landscape and the teacher will recite to them a poem on snowflakes.

687. HRADSKÁ, A. - SERDAHELYOVÁ, L.: Lúdmila Podjavorinská v poznání dětí. /Children´s familiarisation with Lúdmila Podjavorinská./

Predškolská výchova, 34, 1979/1980, No.7, p.192.

As part of literary education, the kindergarten in Brezová pod Bradlom has always allocated some time to dealing with a particular writer. The teachers describe how they familiarized children with the work of L.Podjavorinská, who was born in the area. They used pictorial material to familiarize children with the life of the author; they also described to children the environment she had drawn upon to write her books. The author mostly portrayed the natural environment in which she had grown up. Finally, children visited the village where the author was born, L.Podjavorinská´s memorial hall, where they saw the desk used by the author and some garments which used to be worn in that period, they put some flowers on her tomb.

688. IVANOV, I.: Detskoto slovesno tvorchestvo. /Children´s literary arts./

Preduchilishtno vaspitanie, 28, 1980, No.2, pp.5-7.
4 refs.

There are some basic differences between children´s and adult literary arts stemming from the characteristics of children´s mental and physical development. Preschool children do not create new spiritual values, their creation reflects the existing literary works. The process of creation of literary works by children is a specific one. The author characterises the types of children´s literary works, including their characteristic features and importance in developing the many facets of a child´s personality.

689. JASTRABOVÁ, B.: *Výchova detí k literatúre.* /Educating in children a positive attitude to literature./

Predškolská výchova, 35, 1980/1981, No.2, pp.19-22.

The kindergarten teacher included the following tasks into the plan of educational work concerning children´s education to a positive attitude to literature: to establish a literary corner and a library for children, to cultivate in them a positive attitude to books, to form the ability to recognise some books by the cover illustration and the author´s or the illustrator´s name, children´s familiarisation with a library and a bookshop and learning the difference between them, to cooperate with the family in educating children´s positive attitudes to books. Books are kept on shelves in the literary corner for the children to pick them up on their own. The corner is supplemented by a bulletin board; it is possible to put on it the photograph of the author whose book was introduced to the children, or illustrations from his books.

The teacher prepares reader´s diaries from drawings inspired by children´s impressions of books; the children enjoy looking through them. Children look forward to regular visits in the library, combined with the borrowing of books. The teacher has also arranged a visit to the bookshop where she selected, together with the children, books for a selling exhibiton organised in the Month of the Book.

A lecture was organised for parents entitled "The Child and the Book". A bulletin board was put up in the cloakroom, called "The Literary Window"; it informs parents about the books with which their children have been made familiar.

690. LAMME, L.L.: Reading with an infant.

Childhood Education, 56, 1980, No.5, pp.285-290.
4 photographs, 9 refs.

A recent study conducted by two students at Florida University has detected that very few parents read with their infants (Browder and Skelton, 1977). Researchers and writers recommend to read with children from infancy (Larrick, 1975, Willems and Willems, 1975; Becker, 1936; Duff, 1944; Fenner, 1959; Berg, 1976). Singing, crawling, playing with an infant intensifies parents´ pleasure and enables them to observe an infant better (Lind and Hardgrove, 1978). The mother´s singing contributes to the formation of speech sounds in an infant from the first days after birth. Irwin (1960) found that older infants (from thirteen to thirty months) with whom their parents had systematically read were able to form many more speech sounds in comparison with the control group (from seventeen to thirty months). The Early Childhood Project at Harvard University (White and Watts, 1973) discovered that under two years of age the differences in infants' language abilities were proportional to the extent of mother-infant interaction and time spent on highly intellectual activities (book reading). Reading provides a diversity of language an infant is able to perceive, for in interaction with an infant adults tend to use simplified language. Reading becomes a habitual activity for an infant, if regularly repeated every day from infancy. Many basic skills essential for reading can be taught during the first year of an infant's life. It will learn to perceive that pictures have a meaning, it will distinguish individual objects in a picture, learn to name them; the ability to listen and the ability to identify various speech sounds will develop in the infant - laying thus a solid foundation for future learning. The author mentions some types of books designed for infants. The literature for infants may be classified into five categories:

1. musical literature - lullabies, songs and rhyming verses. The author includes a list of re-

commended literature;

2. Concertinas - books on animals, toys, family members, young ones, small carts, etc. Books with photographic illustrations are very useful. The author includes a list of recommended literature;
3. Play books - "touch and smell books" enabling an infant to learn by employing its senses , by biting, bending, licking;
4. Cardboard books. They enable an infant to turn leaves without damaging them;
5. Clothbound and plastic books - they serve as toys;
6. Short stories - we should read from them if they contain a principal character appearing on every page.

The author concludes his paper by suggesting how to read with an infant and what mistakes should be avoided; he mentions the role of parents, kindergarten teachers and other educators in forming a positive attitude to literary education and reading.

691. LOGAN, L.M. - LOGAN, V.G.: Through poetry to creative reading.

Childhood Education, 56, 1980, No.4, pp.206-209.
1 photograph, 5 refs.

The authors discuss the important part played by poetry in developing imagination, word power, creative abilities and reading skills in early childhood.

The authors characterise the teacher's role in presenting poetry to kindergarten children. Through listening, children learn to recognise various speech sounds and symbols, movements and moods, rhythm and rhymes. The ability to interpret poetry develops in them. To a preschooler, poetry should constitute a source of experiences, knowledge, creativeness and entertainment. By means of poetry the teacher reveals to children the beauty of language, its humorous and funny elements, should familiarise them with problems posed by poetry and with symbolism which forces them to think. The author presents the following methodological guidelines for kindergarten teachers to apply in education through poetry:

1. To read poetry aloud and to listen to one's own reading (by using a tape-recorder);
2. To develop the skill of verbal interpretation; characterisation of requirements for verbal interpretation;
3. To extend the ability to see, feel and experience;
4. To respond to the representation and mood of poetry; characterization of requirements to be met by a teacher in reciting poems;
5. To interpret a poem as a creative experience, recurring every time when reading it.

692. MILNER, E.: The school library and E.C.S.

Early Childhood Education, 13, 1980, No.1, pp.19-22.

1 photograph.

The Early Childhood Services Classroom differs from other kindergarten classrooms by being attended by children aged four to six for half an a day in rooms similar to a crèche arrangement (quantity of toys, games and painting corners). The author analyses the work of the teachers in this special kindergarten class and lays emphasis on cooperation with the school library (selection and use of material, planning the teaching units and tuition and development of a good, varied programme for children by the library). He presents such a draft programme. He discusses the role of the librarian in providing information to the Early Childhood Services Classroom and in developing programmes for children (providing atlases, classroom globes, familiarisation with encyclopaedias and their uses). Special visits in the library contribute to the development of vocabulary ("debate clubs" in the classroom or the library). The teacher will make a list of words the children have learned during the excursion and explains their meaning from the library dictionaries. Children thus learn to cooperate with the library and the librarian in looking up information. The author describes methods employed in an effective cooperation with the library (children can make use of the library and its stock to answer questions). He discusses the importance of a good literary programme for children (children must be introduced to all literary genres suitable for them, such as rhyming verses, poems, fairy tales, legends). The author also mentions the importance of literary education in the Early Childhood Services Classroom (discussion about popular books, authors, illustrators), as well as the importance of the method based on comparisons of illustrations made by different authors, for children will become able to notice details, differences and, as a consequence, to comprehend concepts and their functions. Children should be allowed to borrow books on their own even if they cannot write. Each child should have a pidgeon hole with his or her name into which the librarian will put the loan slip she or a voluntary worker (a parent helping her) has filled in. It is necessary to demonstrate to children how to handle books, how to work with them, how to turn leaves, how to hold them so as to prevent damage to them. Children should visit the library for 10 - 15 minutes, several times a week (the programme consists of either reading a story or showing a film to them). How to plan and prepare quality programmes for five-year-olds. The author attaches a lot of importance to the role of voluntary workers - parents in accompanying the class to the library and organising both the lending service and special programmes for children, as well as in cooperating with the library personnel and the kindergarten teacher with respect to the developing of children's vocabulary and language on the basis of recommended reading.

693. O estetické výchově předškolních dětí. /On the aesthetic education of preschool children./

Zlatý máj, 24, 1980, No.4, p.209.

This is information about the Bulletin for Work with the Book Among Children and Youth, published by Matica slovenská. Eva Číferská's work "Familiarisation of Preschool Children with Literature" was published as the 39th volume of the bulletin. The author has succeeded in summarising the existing knowledge of the discipline in the form of a well-arranged survey.

694. SPASOVA, M. - DODOROVA, Ts.: Nravstvenoto povedenie na khudoshestveniya personash - faktor za rasvitie na esteticheski tsennostnata orientatsiya na detsata. /The moral behaviour of a literary character - a factor of development of aesthetic values in children./

Preduchilishtno vaspitanie, 28, 1980, No.7, pp.1--5.

The developing and fostering of aesthetic values in children is associated with the comprehensive influence of a number of factors; literary works are one of them. The aesthetisation of morality in them plays a very significant educational part. The authors deal especially with the effects of fairy tales on five- to six-year-old children; their principal characters, questions of good and evil, moral behaviour, etc. may strongly influence children´s education. In their paper they analyze individual methodological approaches to work with fairy tales in this age group.

695. STATSENKO, R.: Metodika oznakomleniya detey s khudozhestvennym slovom. /Methods used in children´s familiarisation with a literary text./
Doshkolnoye vospitaniye, 1980, No.7, pp.6-10.

Pictures, games and toys should be used when working with the youngest children to enable them to comprehend the content of a literary text. As early as this age, children are able to recognise individual genres (fairy tales, poems, puzzles). The aim stipulated for the middle group is to reinforce the popularity of literary works. They are guided to assess the behaviour of the individual characters portrayed in literary works and to define their moral qualities.
Children in the senior group are asked to define

and to give grounds for their attitudes to the principal characters in literary works, to define genres independently without help and to compare them with some others, to explain their specific features.
The preparatory classes devote attention to the analyzing of a literary text, both its content and form. Children are set tasks, such as to think of a comparison, epithets, synonyms.
The author incorporates in her article a number of examples designed for work with individual age groups of children.

696. STARÁ, M.: Poznatky z práce v literární výchově. /Experience from literary education./

Predškolská výchova, 35, 1980/1981, No.3, pp.18--19.

Children identify best with such literary characters as they have known for some time from television, film or gramophone records. They should be made familiar with portraits of the authors who have written the most popular books for children. The magazine Slníčko has been found very useful in this respect, both its articles portraying various painters and writers and numerous illustrations.
A recapitulation of work in the field of literary education are discussions about books, combined with exhibitions, at the end of the school year.

Children will recall what they have learned during the year and say what they have liked best. It has been found effective to work with a particular topic for a longer time, to gradually intensify experiences, to let them linger on and not to rush the introduction of a new book.

697. STEHLÍKOVÁ, M.: Zkušenosti z literární výchovy.
/Experience from literary education./

Predškolská výchova, 35, 1980/1981, No.4, pp.7-9.
1 photograph.

A teacher describes how she combines literary education with the other components of educational work to influence more intensively children´s imagination, to enrich their emotional perception and deep aesthetic experiences. Bohumil Říha, National Artist, is one of the most popular children´s authors. While on a visit to Znojmo, he also visited the local kindergarten. He told the children how he had created his book Honzíkova cesta (Little John´s Trip), about his childhood and compared it with the life of children today. It was an unforgettable experience for the children: they met the author of the books they had enjoyed and liked so much.

698. VARGOVÁ, M.: Spolupráca knižnice s materskými školami. /Cooperation of a library with kindergartens./

Predškolská výchova, 34, 1979/1980, No.12, pp.333-334.
1 photograph.

The municipal library for youth in Košice has signed contracts on cooperation with 77 kindergartens. It has established branch libraries in housing estates and in some primary schools. Three ranges of activities make up the subject of the cooperation agreement: 1. provision of book stocks for preschool children, 2. making their book stocks available to teachers and parents and developing forms of book promotion campaigns, 3. collective forms of work with children.

The library prepares methodological and bibliographical aids for librarians and kindergarten teachers, such as the one entitled "Books to All - the Best to Children", with lists of books of value for kindergarten children.

The library puts up exhibitions for teachers and parents to introduce to them new books, children's magazines as well as specialised pedagogical and psychological literature. Books designed for preschool children are kept separately on shelves or counters.

The library organises discussions, fairy tale afternoons combined with the showing of films. The kindergarten teachers´activity plays a very important role in the cooperation.

699. VEBEROVÁ, E.: S knihou na klíně. /Sitting with a book in your lap./

Rodina a škola, 27, 1980, No.3, p.6.

The author discusses the importance of books in a preschool child´s life. The new concept of preschool education in kindergarten is being introduced to parents; literary education is conceived on a qualitatively higher level. Even though good results have been achieved in this field by kindergarten, the intimate family environment will remain the mainstay of education through literature and education to the formation of a positive attitude to literature.

700. ZIGOVÁ, E.: Metodika literárnej výchovy pre materské školy. /The methodology of literary education for kindergarten./

Bratislava, Slovak Pedagogical Publishing House
1979. 153 pages.
Reviewed by: Obert, V.
Zlatý máj, 24, 1980, No.10, pp.630-631.

The aim of the methodological handbook is to help kindergarten teachers implement the requirements stipulated in the new concept for this discipline of aesthetic education and for work with books. A great advantage of the publication is the intertwining, throughout the book, of exposition and factual material drawn from the substantial stock of Slovak and translated literature for children and youth as well as the well-founded arguments supplied to back original theories, ideas and reflections.

11.5 Children´s literature

701. BARANOVA, M.: K lyubileu skazochnika. /Commemorating the anniversary of the author of fairy tales./ Doshkolnoye vospitaniye, 1980, No.3, pp.86-87.

In the year of the 175th anniversary of the birth of H.Ch.Andersen the author informs about international prises associated with Andersen´s name awarded to the best authors and illustrators of children´s books. She gives the names of the Soviet artists who have been presented with these awards. Andersen is very popular in the U.S.S.R. His fairy tales has been published in 394 editions and the toral number of copies has amounted to 59,786.000. The author also mentions in her article some collected volumes of fairy tales suitable for children of preschool and junior school ages as well as publications informing about Andersen´s life, which may be used in literary education. Attention should also be paid to illustrations created by the best Soviet artists.

702. BARTOVÁ, A.: Perevody s detskogo. /Translations from children´s language./

Moscow, Detskaya literatura 1979.
Reviewed by: Gendiová, M.: Překlady z dětského jazyka.
Zlatý máj, 24, 1980, No.9, pp.548--549.

This is an extensive collection of poems and illustrations by children from all over the world.

703. BENEDIKOVÁ, H.: XVII. kongres IBBY 1980. /The XVIIth IBBY 1980 Congress./

Predškolská výchova, 34, 1979/1980, N.11, pp.285--287.

IBBY - International Board on Books for Young People - is an organisation aiming at the establishing of contacts and getting together friends of children´s books from all over the world. It develops and coordinates international cooperation in the field of children's literature, helps to publish children's books, subsidizes research into various spheres of children's literature; it promotes and develops educational media affecting children's intellectual development through books, magazines, radio, television, theatre and film. It is an opponent of vulgar or trash literature, of subjects portraying evil and violence in children's books. It offers advice and information to all those whose activities are associated with children's literature. It contributes to the development of literature in the developing countries. With its overall aims it reinforces friendship and understanding among nations.

The supreme body of IBBY is the General Assembly. It meets once in two years in a member country. In 1980 it will be held for the first time in a socialist country, in the C.S.S.R. The Congress will be accompanied by a symposium entitled "The Book in the Life of a Young Child". The principal subjects have been defined as follows: 1. The contemporary child and his attitude to books. 2. New trends in contemporary books for children (literary and editorial aspects, visual arts theory). Basic creative principles in the field of literary production for young children. 4. The role of a mediator in work with the book. The IBBY Congress meeting in Czechoslovakia will offer an opportunity of showing the broad spectrum of care provided by the socialist society to children, their education and instruction. It will help to publicise the successes attained in the creation, publishing, dissemination and research into books for children.

704. BOULAY, L.: Le conte: temps et espaces magiques. /The fairy tale: magic time and space./

L'école maternelle française, 1980, No.1, pp.3-6; No.2, pp.5-8; No.3, pp.5-9.

This is a series of articles dealing with fairy tales suitable for preschool children. Each article contains the text of one or two fairy tales, their analysis and a reference to fairy tales with a similar theme. The fairy tales have been collected from all over the world. Individual issues alternate the basic types of fairy tales, pointing to their variations existing in various cultures.

705. BOULAY, L.: Espaces du conte. /The spaces of the fairy tale./

L'école maternelle française, 1980, No.4, pp.9-12; No.5, pp9-12; No.6, pp.6-9; No.7, pp.11-14; No.8, pp.7-11; No.9, pp.4-8.

This is a series of articles dealing with fairy tales suitable for preschool children. Each article contains the text of one or two fairy tales, their analysis and a reference to fairy tales with a similar theme. The fairy tales have been collected from all over the world. Individual issues alternate basic types of fairy tales, pointing to their variations existing in different cultures. They involve the themes of love of nature, of saving, metamorphosis, cunning, etc.

706. DESCHÊNES-LEJARRE: Sémiologie de la bande dessinée. /The semiology of cartoon serials./

L´école maternelle française, 1980, No.2, pp.17--32.
48 figs.

The authors analyse in their article the contemporary production of cartoon serials. In the introduction they present a bibliography of books dealing with the problem. The actual analysis based on an extensive pictorial documentation is focused on the content, visual arts and technical aspects of cartoon serials production. They conclude by mentioning the history and the state of the art of this kind of children´s literature in U.S.A. and Europe.

707. EKSTRÖM, S.: Läs barnoböcker även för din egen skull. /Read children´s book for your own sake./

Förskolan, 63, 1980, No.9, pp.16-18.
1 fig.

The author mentions several examples of children's books to illustrate their benefits to parents or teachers in preschool facilities. She also reflects upon the quality of literature for children.

708. HALBEY, H.A.: Wir fordern Qualität im Bilderbuch.
/We look for quality in a picture book./

Der Schweizerische Kindergarten, 70, 1980, No.5, pp.234-235.

The author, curator of the World Museum of Graphic Arts in Mainz, complains about the uncritical taste of consumers.

The demand for children's books grows, even books not up to the standard sell well. This fact cannot be ascribed solely to lack of taste on the part of the buyer, but also to what is offered on the market. When buying books, people usually prefer easy books to more demanding ones. This is why comic strips are so popular, for they require no effort of the reader. A child, however, needs to hear spoken language to learn to express itself. The author mentions the examples of Poland and C.S.S.R., where the state publishing houses have managed to publish only books of a high quality for children and yet consumers´ interest in books for children is the same as in other countries.

709. CHALOUPKA, O.: Kabinet dětské literatury. /The department for children´s literature./

Zlatý máj, 24, 1980, No.7, pp.420-421.

The Presidium of the Czechoslovak Academy of Sciences decided to stablish a department for children´s literature and literary education at J.A.Comenius Pedagogical Institute, as of April 1, 1980. This decision has given rise to a specialised research institution for the study of questions related to the history and theory of literature for children and young people, children´s reading and basic theoretical and methodological questions of literary education.

710. CHALOUPKA, O.: Rozvoj dítěte, možnosti literatury a osobnost autora. /Child development, potential of literature and personality of the author./

Zlatý máj, 24, 1980, No.6, pp.330-336.
9 refs.

The paper summarises in a creative fashion ideas concerning the problem of acceleration of an all-round child development and its maximum potential in early childhood. The author approaches the subject in a comprehensive manner, elucidating the importance of literature within the framework for an all-round development of child personality.

711. KONCEWICZ, B.: O niketórych problemach literatury dla dzieci. /Some problems concerning literature for children./

Chowanna, 23, 1979, No.4, pp.374-387.
11 refs.

In the introductory part of her article the author briefly outlines the history of literature for children in Poland and goes on to analyze the current situation from the angle of editorial policy, structure of the books available and the potential of their educational uses.

712. KYSELOVÁ, L.: Rub a líce dnešnej knihy pre najmenších. /The pros and cons of contemporary books for the youngest./

Zlatý máj, 24, 1980, No.10, pp.594-597.

This specialist paper is based on an analysis of the main editorial types and fiction genres of books for preschool children. The author states that in books for the youngest visual impression is gaining too much ground at the expense of the word, its importance and meaning. The intimacy of talk is disappear-ing, as well as chains of verses easy to remember, the poet, master of language impulses underlying the emotional experience of perception, addresses his or her reader less and less. The author is also convinced that the actions of contemporary heroes and heroines in children´s literature are insufficiently motivated, for example indifference and compassion, sympathy and antipathy, desire and dislike, envy and empathy are conceived and portrayed as stereotyped patterns. The author states that a child´s emotional life is richer that its reflection in books.

713. MOSESOV, A.: Charushiny - pisateli i illyustratory detskikh knig. /The Charushins - authors and illustrators of books for children./

Doshkolnoye vospitaniye, 1980, No.9, pp.47-49.

Yevgeniy Ivanovich Charushin (1901) has written and illustrated over 70 books for children. The total number of copies amounts to 35 million, both in the U.S.S.R. and abroad. His knowledge and love of nature enable him to use subjects children find interesting and enjoyable. His book Nikita and His Friends is well-known. He portrayes the young of animals with special affection; his aim is to educate in children a humane attitude to all living organisms, to guide children towards nature conservation.

Nikita Yevgenyevich Charushin, his son, follows in his father's footsteps. He is an outstanding illustrator of books for children. He has specialized in portraying mainly nature and the animal world.

714. MOSESOV, A.: *Pevtsi rodnoy prirody.* /The bards singing of the nature of their native country./
Doshkolnoye vospitaniye, 1980, No.6, pp.40-43.

This is an evaluation of the works by M.M.Prishvin and V.V.Bianki. Both have contributed to children's literature by realistic stories about nature. Their stories inspire readers to try to solve on their own the essence of simple natural phenomena. Prishvin has travelled in the North for a long time and, as a collector of folk creations, has become familiar with the beauty of the region and its ethnographic specificity. This reflects in his books. Bianki combines science and literature in his books even though his stories are presented in the form of a fairy tale.

Both writers reserve a special place in their creation to hunting stories. They evoke in their readers a sensitive attitude to nature, they show to conserve the natural resources of woods and fields.

The creations of both writers have educated quite a few generations of young nature lovers and natural scientists. Their books incite love of nature, broaden children's horizons; influence the formation of a child's character, his or her career, foster in children attitudes of patriotism, humanism and a poetic vision of the world.

715. NICZ, L.: Czasopisma dla najmłodszych. /Magazines for the youngest./

Wychowanie w przedszkolu, 33, 1980, No.5, pp.273--277.
8 refs.

The author outlines briefly the history and the contemporary state of Polish magazines for the youngest (beginning in the year 1824!).

716. Nowy słownik literatury dla dzieci i młodzieży. /The new dictionary of literature for children and young people./

Warsaw, Wiedza powszechna 1979. 800 pages.
Reviewed in: Predškolská výchova, 34, 1979/1980,
No.8, p.225.

These are basic bibliographic data on Polish writers and a survey of their creation designed for children, including data on the authors of works translated into Polish.

717. PAČESA, Š.: Predškolské dieťa a rozprávka. /The preschool child and the fairy tale./

Predškolská výchova, 34, 1979/1980, No.11, pp.306--307.
6 refs.

The author deals with the question of adequacy of literary texts of any kind for children in individual age groups. He cites some authors (Příhoda, Zaporozhets) who agree that a child under three conceives realistically and cannot distinguish between constructed and real facts. A group of Hungarian psychologists state that a four-year-old child already tries to generalize, therefore, it ceases to ask only for stories about well-known, concrete phenomena. Stories about animals are considered suitable for this age, focused on actions the child has had some experience of.

Reality plays an important role for five-year-olds, yet fantasy and reflection begin to emerge on quite an extensive scale. These children are already able to comprehend jokes and humour and to enjoy them.

The author analyses critically the texts recommended in the programme of educational work. He welcomes the ommission of some classic authors´ fairy tales with horror themes. The effects and comprehensibility of Andersen´s fairy tales are still open to discussion.

718. *Rozhovory o literatúre pre mládež.* /Discussions about literature for young people./

Bratislava, Mladé letá 1979. 430 pages.
Reviewed by: Pačesa, Š.
Predškolská výchova, 34, 1979/1980, No.10, pp.281-282.

This is a collection of papers written by thirty contemporary authors of literature for children. The form of dialogue has been chosen to get an insight of the writers' creative approaches. In addition to critical appreciation, the publication presents some findings from the literary science theory, reviews as well as descriptions of the origins of the authors' sources of inspiration.

719. SCHMIDT, T.: *Die Qual der Wahl.* /The qualms of choice./

Der Schweizerische Kindergarten, 70, 1980, No.5, pp.233-234.

This is the introductory article in the issue devoted to illustrators of books for children. It enumerates publications whose graphics is up to a high standard. The following pages Nos. 235-254 present alphabetically the brief characterizations of the illustrators of these publications, sumpplemented by examples of their distinctive artistic signatures.

720. STEHLÍKOVÁ, B.: Současná ilustrace dětské knihy. /The contemporary illustration in books for children./

Prague, Odeon 1979. 71 pages.
Reviewed by: Novák, L.: K přehledu českých ilustrátorů dětské literatury.
Zlatý máj, 24, 1980, No.1, p.37.

The publication incorporates information about basic developmental trends observed in the Czech art of illustration in post-War books for children. The origin, development and characteristics of individual illustrators are documented by their portrayals, illustrated by reproduction of the most successful illustrations created by each artist who is being introduced to the reader.

721. ŠEVČÍK, L.: Proč jenom hračka? /Why just a toy?/

Hračka, 15, 1980, No.1, p.14.
1 photograph.

The author presents detailed data on the objectives and characteristics of colouring books, cut-out books and books-toys published by the Albatros Publishing House.

722. VINOKUR, N.: "Tvoyi derevya, tvoye solntse, tvoyi rebyatishki ..." /"Your trees, your sun, your

little children ..."/

Doshkolnoye vospitaniye, 1980, No.7, pp.39-42.
3 photographs.

The author of Misha, the teddy bear created for the Olympic Games in Moscow, is Viktor Aleksandrovich Chizhikov, illustrator for the Malysh Publishing House producing books for children. He has illustrated Andersen's fairy tales, the works by S.Mikhalkov, Chukovski, Gerasimova, and others.

11.6 Theatre and film for children

723. JARÁBIKOVÁ, G.: Význam a využitie bábok. /The importance and uses of puppets./

Predškolská výchova, 34, 1979/1980, No.7, pp.175--181.
4 photographs.

This is an excerpt from a pedagogical reading. - A puppet performance brings animation into an action, as compared with narration. A child is able to perceive an action with all its senses. Unlike film or television, it is advantageous in being flexible in adjusting itself to the level

of perception of preschool children, their intellectual abilities. There are no quick changes or sudden reversals of situations children are often not able to take in. During a puppet performance children identify perfectly with what is happening and respond emphatically. A puppet performance fulfils educational goals, constitutes an aesthetical element contributing to the education of a human being.
An educator often chooses a puppet to act as a mediator of his intentions, but it cannot be used too often as it would lessen the impact.
The function of the puppet theatre is to present a dramatic performance. It should, therefore, not be used to narrate something, rather to show a particular character, action, act.
The puppet theatre plays a significant part in the language education of children. The expressive speech of a puppet serves as a pattern to a child. When a child talks for a puppet, he or she tries to imitate its speech, simultanously stretching his or her vocabulary. This is why even the youngest children should get the opportunity of performing. As a rule, they imitate animals, dramatise rhyming verses.
Oldest children may make puppets on their own, using natural materials, or making flat puppets, etc.
The author concludes by describing a puppet show with no barriers between the performers and the

audience, a show involving actively all children. This was a programme of poems, songs and situation acts. Children took turns in their roles so that finally they knew all of them. They presented their programme to the younger children in the kindergarten first, then to their parents and finally they took part in the district festival.

724. MACHKOVÁ, E.: Děti a loutky v isolaci? /Are children and puppets going their own separate ways?/
Československý loutkář, 30, 1980, No.4, p.90.

This is a reflection upon some problems of drama education linked closely to the activities of children´s puppeteer groups. An illustration of the dramatic development of children´s theatre and children´s recitation in recent years is, among other things, the application of findings from the fields of pedagogy, psychology and their methodologies to drama education.

725. MACHKOVÁ, E.: Dresúra nebo rozvoj osobnosti? /Drilling or developing a personality?/
Československý loutkář, 30, 1980, No.5, p.115.
6 refs.

The author describes the discoveries made in some recent pedagogical and psychological studies and their application to drama education. Drill constitutes a quick and simple path to a result, yet it will not leave permanent tracks, whereas an active and independent acquisition of material, creative learning will remain imprinted for ever. If we want to influence a child, we must conceive education as a relationship or partnership involving teacher and pupil, an educator's extending a hand to a person being educated, providing opportunities for activity and creativity. The author goes on to analyse the objectives of drama education concerning a) preparation for involvement in social activities, b) creative fulfilment of professional work, c) active participation in cultural life.

726. MACHKOVÁ, E.: Psychologie a dramatická hra dětí,
/Psychology and children's dramatics./
Československý loutkář, 30, 1980, No.6, p.138.
6 refs.

This paper deals with the subject of Acting and Dramatic Performance of Children and Adolescents, for it differs from the performance of adult actors. A child is not yet in full control of its mental processes, is not able to divide its attention and coordinate its inner processes with the external ones, to consciously integrate its subconsciousness. This is why a leader intervens to represent conscious control and to awake in children spontaneous, subconscious processes leading to genuineness and spontaneity in their acting. On the other hand, the action of adult actors is fully conscious, intentionally controlled and creative. As for children, no consciously controlled, creative processes are involved. A child naturally is aware of what he or she is doing and he or she does not identify with the acting to such an extent as to mistake it for reality. Children´s acting, however, is not conscious in the sense of intentionality and planned character of the independent controlling of one´s mental processes.

727. NIKOLAYICHEVA, A.: Instsenirovaniye literaturnykh proizvedeniy. /Dramatisation of literary works./

Doshkolnoye vospitaniye, 1960, No.10, pp.17-21.

For the dramatisation of literary works kindergartens make use of pictures, flannelographs, desk theatre (toys or flat puppets), shadow and glove puppet theatre. The author describes them as well as the dimensions of structures.
Fairy tales, stories, poems rich in content and numerous dialogues are chosen for dramatisation.

A scenario has to be written first, containing not only the text, but including information about its characters, their behaviour on the stage, description of scenes, etc. The narration of the plot making up the literary text will be translated into speech for the performers.
The scenery should be aesthetic to affect positively children´s emotions and to supplement the main idea of the performance. Music will enhance emotional effects.
Before the actual performance, it is recommended to recall the plot, or to read the literary text once again. Older children can be told a few words about the author, it is possible to present to them other scenes with similar topics or principal ideas. Children´s interest, especially of the younger ones, can be kept alive by questions, or comments enabling them to take an active part (to sing a song, to wake up the hero, etc.).

728. OUDES, J. - PROVAZNÍK, J.: Dětské loutkové divadlo. Repertoárový sborník pro dětské loutkářské soubory. /Children´s puppet theatre. A collected volume of repertoire for children´s puppeteer groups./

Prague, Albatros 1980. 245 pages.
Reviewed in: Predškolská výchova, 35, 1980/1981, No.1, pp.28-30.

The book consists of puppet plays that can be performed with children. It points to some characteristics of puppetry in relation to children and suggests how to activize them. Dramatrugy, choice of plays and their conception should be adequate with respect to children´s age and abilities. The contemporary literature for young people and magazines for children may serve as inspiration sources for texts for plays, to be adapted or just taken over in their existing form. The authors incorporate methodological remarks to explain the principles of using different types of puppets. The book presents texts that have proved successful. With a thoughtful approach, it may serve as a useful inspiration aid for kindergarten teachers.

729. PROVAZNÍK, J.: Literatura pro děti v práci dětských loutkářských souborů. /Literature for children in the work of children´s puppeteer groups./

Československý loutkář, 30, 1980, No.10, pp.234--235.

8 refs.

This is a survey of dramatizations of children´s literary texts brought forth or performed by children´s puppeteer groups. The author presents concrete examples to illustrate that original dramatic texts need not be the sole dramaturgical source when work-

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ing with children. He draws attention to the fact that literature for children and young people, including children´s magazines, may become a source of continual and abundant supply of topics, stories, problems, plays, poetry accessible to children. The following genres and types of literature for children and young people are used for dramatization most frequently, in this order: contemporary authors´ fairy tales, folk animal fairy tales, folk magic fairy tales and poems. Prose depicting the life of children has so far been ignored.

730. *Přehlídka loutkářské práce učitelek mateřských škol v Praze.* /A presentation of the art of puppetry by kindergarten teachers in Prague./
Československý loutkář, 30. 1980, Nos.8-9, p.210.
4 photographs.

This is a report on the presentation of puppet scenes by kindergarten teachers from Prague. It took place in the cinematheque of the national organization Komenium on 22nd April, 1980. The standard of the scenes was much higher as compared with the previous years, both with respect to the overall performance and dramaturgy. The presentation was accompanied by an exhibition of works dealing with the puppet theatre. All types of puppets made by teachers and children were on display, from paper, small boxes, textiles, crocheted, knitted puppets, scenery, props, children´s drawings illustrating fairy tales and performances, batik made by children, etc. The exhibition remained open for a month.

731. PŘIKRYLOVÁ, Z.: Malá úvaha o dětech na jevišti. /A few thoughts about children on the stage./
Československý loutkář, 30, 1980, No.3, p.53.
2 photographs.

This is a reflection upon the performance of the play by V.Provazníková "Let´s Pretend We Are Princesses, Let´s Pretend We are Bridegrooms", produced by Malé divadlo from Ceské Budějovice. The performance is designed to be actually played in the kindergarten. The author of the article - - a psychologist - questions the idea of children´s direct involvement in the action developing on the stage. A child - actor - may easily find itself in a situation when it actually replaces a puppet, the difference is only in the mode of manipulation. Even the child - spectator - finds it sometimes difficult to follow the unfolding plot. It must come to terms with the fact that the hero or heroine of the performance is someone else even if just for a while. Sometimes the child must grasp the fact that one and the same hero or heroine - responsible for all the action happening - is gradually represented by several persons. In addition, this "hero" or "heroine" is controlled, or manipulated rather, and attains his or her noble goal by being "pushed" towards it.

732. REINCKENS, J.: Marionetten. /Marionettes./
Freiburg i/Br., Christophorus 1979.
Reviewed in: Der Schweizerische Kindergarten, 70, 1980, No.5, p.266.

These are instructions for making marionettes, from simple to the most complicated ones.

733. RUMYANTSEVA, N.: Obratnaya svyaz. /Feedback./
Doshkolnoye vospitaniye, 1980, No.12, pp.46-48.

The author, a puppeteer from the Leningrad puppet theatre, discusses how puppet theatre affects the children's audience and the educational uses of performances for children. Theatre constitutes a wellspring of emotions and every encounter with it, especially in early childhood, represents an enormous emotional event. Parents should accompany their children to the theatre so that they may impart to them their immediate impressions and turn to them with exciting questions. Children need to relive what they have seen in the theatre.

This is why they play theatre, with great enthusiasm and resourcefulness. Adults should enable children to express themselves, their views and their conclusions. They need not express themselves in words only. Preschoolers often find it easier to express their emotions through movement, drawing, play.

The major principle of the Leningrad puppet theatre is to entertain and to educate. The puppeteers endeavour to learn the interests and views of the children's audience; this is why they are striving for establishing the closest possible contects with children, their parents and educators.

734. SLÁDKOVÁ, J.: Jak mi pomáhá loutka ve výchovné práci. /How puppets aid me in educational work./ Predškolská výchova, 35. 1980/1981, No.2, pp.15-17.

Short stories, uncomplicated fairy tales, improvization are better suited for a kindergarten where usually only one teacher works with children. Yet, even when improvizing, the task and content should be clearly defined. The actual execution, however, is flexible and free enough to make it possible to keep adjusting it according to children's responses, to keep up with them. Children love scenes in which the drama evolves around the conflict of the good with the evil. The scene must have an emotional charge, should develop children´s fantasy and enrich their knowledge. As a rule, children identify with animals, the dog and the cat are the best known to them. The teacher has developed distinctive character patterns for these puppets. She uses Punch a lot. By the aid of puppets, it is possible to teach children leisurely the rules of social conduct and to guide them towards collectivism.

11.7 Film, radio and television for children

735. ANGELOV, B.: Rolyata na televizionnite predavaniya za vazpitatelno-obrazovatelnata rabota v detskata gradina. /The role of television programmes in the teaching and educational work of kindergarten./

Preduchilishtno vazpitanie, 28, 1980, No.7, pp.13--20.
2 photographs, 8 refs.

Television offers great potential as a medium contributing to children´s instruction and education. The author discusses the developing of cognition and thinking in children by the aid of television: he shows which resources still remain untapped. He goes on to show the possible uses of television programmes and the methods of taking advantages of them in practice.

736. ČERNOUŠEK, M.: Děti před televizní obrazovkou. /Children before the TV screen./

Děti a my, 10, 1980, No.2, pp.11-13.
2 photographs.

The author discusses the question of children as television viewers. Children get used very quickly to watching television programmes having no educational impact. Sociologists and psychologists in many countries have conducted studies of children's television populations indicating that five-year-old children spend three to four hours on the average to watch television every day, schoolchildren spend eleven to twenty-four hours every week; during their school years they spend 6,000 - - 12,000 hours sitting in front of a television set. Images appearing on the television screen are not bound by any rules - they are a colourful audiovisual analogy of the world as a game, the varying topics of activities are conceived by children as the overcoming of time and space they know from fairy tales. Action on the screen, as viewed by our children, is considered tantamount to their figurative, continuous, symbolic thinking. The author mentions the pros and cons of preschoolers' watching television:

a) the effects of television programmes on the overall development of children are practically negligible;
b) cognition is enriched only in a few directions (children's vocabulary stretches, familiarisation with life and the world is accelerated, the information gain is unbalanced, television does not stimulate children's creative activities, only incites their interests).

On the other hand, television suppresses preschoolers' natural activity. Studies of the popularity of programmes viewed by children show that preschool children prefer fairy tale programmes and programmes involving animals. Television programmes constitute an introduction to social roles. They present a broad spectrum of interpersonal relations, approaches to conflict-solving, suggestions how to behave, dress, talk, enjoy oneself and practise sports. The alleged pathological effects on the physiology of young viewers have not been confirmed by the studies, and no changes in their visual perception have been detected either. Yet, the child's psyche is affected, it becomes an effective tool of reward and punishment in the hands of parents. Child psychiatrists have investigated the behaviour of disturbed children in front of the television screen - if the child watches television because it chooses to, it is an indication of its dissatisfaction with the environment in which it lives. Television thus becomes an addictive drug, a means of escape to the television fairy-tale-land. The author defines the principles of educational adequacy to be observed in allowing children to watch television programmes. He also discusses the effects of television on school achievement. Psychologists in Japan and England have found that children who have become television addicts do not do very well at school, their thinking is not as flexible as the thinking of normal children. These children stick to details, are not so spontaneous, creative and poetic. The author concludes by stressing the role played by parents in properly educating a child television viewer, in setting the standards of television conduct.

737. FOREJT, J.: Škodí televizor zdraví dítěte? /Does television harm children´s health?/

Děti a my, 10, 1980, No.3, pp.14-15.
5 photographs.

The author discusses television in conjunction with children´s health. What affects a child watching a television programme: it is the image, sound, X-rays and magnetic field. As regards the image, the basic problem is children´s inquisitiveness. Young children may be allowed to watch the screen for several minutes a day, older children may watch a relevant programme, suitable for their age. If older children watch television excessively, the harm is usually of a mental nature. As regards sound, we distinguish two distinctive characteristics here, quality and quantity. As for quality, it is necessary to distinguish speech and singing from music. Spoken programmes (lectures, news announcements, plays) should be kept at such volume as will enable the perfect hearing of several persons sitting one to three metres away from the set and listening with concentration in a quiet room. Music should be kept so quiet as to make the desirable impression when a child concentrates on listening. Never in the presence of a child should music be allowed to become only a sound backing. As regards its content, a child should start getting used to music in early childhood (folk songs, medieval music, especially Baroque music, classical music, to be followed by the more demanding forms composed by Beethoven and finally, modern operas). X-rays emissions present no risks, not even in colour television, for the emission from the screen is lower than the natural emission of radioactive substances and cosmic radiation surrounding us. As regards magnetic field - it is practically negligible. When comparing the permissible standards with the specifications stipulated in other parts of the world or with standards permitting the exposure of the whole body to 20 mT for several hours and ten times more if the time of exposure is shorter, then we can conclude that even infants cannot be harmed by the risks of magnetic effects. Other effects - they are much more harmful:

1. injury by electric current - the new method of installing sockets 80 cm above floor instead of the usual 150 cm is quite dangerous;
2. wrong choice of place for the television set and do-it-yourself repairs of the set. Contacts, cables and other components should be inspected once a week and repaired. This is a prerequisite for a child's safe watching of television programmes.

738. HOHENACKER, H. - KRAUS, A.: Das Feuerrote Spielmobil. /The bright red toy car./

Der Schweizerische Kindergarten, 70, 1980, No.1, pp. 14-17.
4 photographs.

The author reports on the programmes of the Bavarian Television designed for children. The objectives are to educate, entertain and edify. They make use of diverse demonstrative aids, enhance children's activity, sense of adventure, pleasure from discovery, play. They also put on realistic social stories, classical and modern fairy tales.

739. HÖLTERSHINKEN, D.: Mit Kindern fernsehen. /Watching television with children./

Freiburg, Basle, Herder 1979.

Reviewed by: Rauchfleisch, U.
DerSchweizerische Kindergarten, 70, 1980, No.2, p.93.

The author suggests what kinds of television programmes should be chosen for children.

740. JANKOWSKA, H.: Rozumienie aduycji radiowych przez dzieci sześcioletnie. /Comprehension of radio programmes by six-year-old children./

Wychowanie w przedszkolu, 33, 1980, No.10, pp.545--550.

These are the results of a survey conducted in a number of schools located in the districts of Kielec and Radom in Poland in 1979. The researchers focused their attention on the level of perception and they defined three levels of comprehension: ability to give an account of 1. a narration, 2. fragments of a narration, 3. content (while maintaining the essence of the plot). About 40.4% children attained level 1, 25.2% - level 2, 18,7% - level 3, 7.9% gave wrong answers and 7.6 did not give any answers.

741. LUČIVJANSKÁ, L.: Využívanie rozhlasových relácií pre deti predškolského veku. /Making use of radio programmes for preschool children./

Predškolská výchova, 34, 1979/1980, No.7, pp.185-186.

The author is a member of the editorial board on broadcasting for children and young people. The board meets twice a year; its members evaluate regularly the programmes that have been broadcast in the meantime and comment on the subsequent plan. When drawing up the broadcasting plan, the board members respect the Programme of educational work in crèches and kindergarten. Methodological letters are issued for teachers to learn in advance the content of the programmes to be broadcast, to prepare aids, plan how to organise the sessions, to familiarise children with more complicated plots, with new words.

Many people are involved in preparing radio programmes for children and it would be a pity if teachers did not make full use of their benefits. Advantage should be taken of the impression made by a literary text, combined with music, in order to develop the emotional and aesthetic aspects of children's mental life. The programmes appreciated most by teachers have been produced on records. The author concludes by describing the content and uses of several programmes.

742. MÜNTEFERING, G.K.: Die Sendung mit der Maus. /Broadcasting with a mouse./

Der Schweizerische Kindergarten, 70, 1980, No.1, pp.7-9.
3 photographs.

The author informs about broadcasting for young children, recommending it also to their older siblings and parents. It is based on funny and realistic stories. Its authors try to convey information to children in a humorous way.

743. Rappelkiste. /Crazy box./

Der Schweizerische Kindergarten, 70, 1980, No.1, pp.21-26.
3 photographs.

This is information about broadcasting on the second channel of German Television for children. Its objective is to present to children living in the present world of super technology little adventures of everyday life and to guide them to overcome obstacles. It is, for example, a serial on the child of a Turkish worker living in West Germany, his friendship with a little German girl, his troubles and joys.
The article describes briefly the contents of individual programmes, for example, of the programme "May I Play With It?" showing with what simple things children play in different countries.

744. Sesamstrasse. Arbeitsgruppe Sesamstrasse. /Sesame Street. The editorial group for Sesame Street./

Der Schweizerishce Kindergarten, 70, 1980, No.1, pp.10-13.
3 photographs.

This is an educational radio programme for children, focused on the following objectives:

A) cognitive learning: 1. observation and classification; 2. identification of relationships; 3. thinking and solving of problem situations; 4. letters and words; 5. quantity, numbers (geometrical figures); 6. familiarization with the surrounding world.

B) social learning: 1. independence; 2. will; 3. emotions; 4. needs and interests of others; 5. mutual help; 6. rules facilitating mutual coexistence; 7. ability to participate in an activity; 8. conflict situations and their solutions.

745. SMUTKOVÁ, M.: Diváci a posluchači. /Spectators and listeners./

Rodina a škola, 27, 1980, No.8, p.6.

The author enumerates the cultural media a preschool child comes across. Books, puppet theatre, television, radio facilitate the formation of a child's cultural awareness in an adequate way.

746. Das Spielhaus. /The playhouse./

Der Schweizerische Kindergarten, 70, 1980, No.1, pp.3-6.
4 photographs.

This is information on programmes differentiated for children aged three to five, urban children, rural children, children from various social backgrounds. A "didactic series" is planned to be launched in 1980 consisting of programmes such as At Home, In Kindergarten, At School, etc. Their objectives will be to convey to children a certain amount of life experience by the aid of various models and task games designed to incite children to apply the new knowledge in their games. Some other programmes are also designed to encourage children's activity (constructing, singing, observing, becoming actively involved in play). The series Draw With Us encourages children to draw and to paint. Programmes with two typical comical figures have become popular, for they are based on situations children know from everyday life.

747. STADLER, H.: Kind und Fernsehen. /The child and television./

Der Schweizerische Kindergarten, 70, 1980, No.1, pp.33-35.

These are a few ideas about television as they ma-

terialized from discussions the author has had about this subject. Television cannot be blamed for all the faults found with young people. It is said to contribute to the escalation of aggression; we are getting used to violence and becoming immune towards it; we become frightened and inhibitions set in; we vent our own aggression; we learn forms of aggression and the road from learning to action is a short one.
Hidden wishes, desires, hopes, anxieties and agonies, they all come out when a child watches television. Every programme brings forth a certain idea. Adults should discuss it with the child. The question of "child and television" inherently involves the subject of "parents and television". This implies the necessity of self-education of adults. Television is a one-way affair. It transmits and the viewer receives. It is necessary to develop this one-way communication into a dialogue. Television is said to lead to passivity. As a matter of fact, it also endeavours to activize the viewer. It comes up with stimuli and we should enable children to bring them to fruition.

748. VOSS, A.: Pusteblume. /Dandelion./

Der Schweizerische Kindergarten, 70, 1980, No.1, pp.18-20.
3 photographs.

The author informs about programmes broadcast on the second channel of German Television for children aged four to eight. They are designed to convey facts about nature, technology and the surrounding world. They do not avoid "social learning". The programmes are presented always by the same character, Peter Merry-Boy. He responds spontaneously, narrates, comments, demonstrates, explains, asks questions. The director makes use both of documentary material and of special effects.

749. WINN, M.: Die Droge im Wohnzimmer. /A drug in the living room./

Reinbek bei Hamburg, Rowohlt 1979.
Reviewed by: Rauchfleisch, U.
Der Schweizerische Kindergarten, 70, 1980, No.2, p.93.

Television poisons child psyche. What are its effects? What are the consequences? There exists only one antidose: to turn it off!

750. WINN, M.: TV, drogue? /Television, a drug?/

Paris, Fleurus 1980.
Reviewed in: L'école maternelle française, 1980, No.8, pp.14-15.

12. EDUCATION OF CHILDREN REQUIRING SPECIAL CARE

751. BECKER, A. - NIGGEMEYER, E.: Chancen für behinderte Kinder und Jugendliche. /Chances for handicapped children and young people./

Stuttgart, Ernst Klett 1978.
Reviewed in: Der Schweizerische Kindergarten, 70, 1980 No.5, pp.270.

The publication, supplemented by numerous photographs, shows what is being done for handicapped children and young people in the Federal Republic of Germany. It discusses the possibilities of integration of such children into normal schools and normal life even if full integration of many of them is not possible.

752. BURGUIÈRE, E.: La prévention et l'action médico-sociale précoce. /Prevention and early medical and social care./

L'éducation enfantine, 1980, No.4, pp.15-16.

The author presents data on the system of care of handicapped persons (personnes handicapé) in France. Children under six make up fifteen to twenty-five percent of the clients of counselling clinics for handicapped persons. Care of them and their education place specific demands on their families which need the help of specialists provided by the society.

753. GREENBERG, M.T.: Social interaction between deaf preschoolers and their mothers: the effects of communication method and communication competence.

Developmental psychology, 16, 1980, No.5, pp.465--474.

4 tables, 25 refs.

The study investigated the effects of two communication methods (oral and orally manual) and the effects of two levels of communication competence (low and high) on the interaction between deaf preschoolers and their mothers with normal hearing. The subjects were 28 pairs of mothers and deaf children aged three to five-and-a-half years. Mothers and children in both groups (one with the oral, the other with the orally manual method of communication) were balanced with respect to audiological and demographic variables. Interaction taking place between the children and their mother during play was registered by the aid of a video tape-recorder. The recordings were analyzed from the viewpoints of 11 categories of interaction behaviour. The results of the analysis show that the method of communication and the level of communication competence significantly affected the duration and complexity of interaction between mother and child. The pairs mother-deaf child who had used orally manual communication manifestated interaction which was longer, more complex and involved a higher amount of cooperation and manifestations of positive emotions than the interaction of pairs who had used only oral communication. The author concludes his paper by analyzing the importance of orally manual communication for the communicative and social competence of deaf children.

754. JASZCZYSZYN, W.: Miejsce zakładu leczniczo-wychowawczego w systemie rewalidacji dziecka przewlekle chorego i kalekiego. /The position of the rehabilitational and educational centre in the system of revalidization of chronically ill and disabled children./

Chowanna, 23, 1979, No.4, pp.361-373.
12 refs.

The author describes the experience from W.Pstrowski Silesian Centre for Children's Rehabilitation in Rabce; he outlines the history of the institution, the current equipment, pedagogical objectives and results. Most children treated in the centre start attending kindergarten later on.

755. KASNYÍKOVÁ, A.: Percepcia vo vzťahu k ťažkostiam v čítaní u detí 1.triedy základnej školy. /Perception in conjunction with reading difficulties of children in the first grades of primary school./

Psychológia a patopsychológia dieťaťa, 15, 1980, No.2, pp.119-120.
    4 tables.

According to recent research, the number of children with serious reading and writing problems is estimated to make up about two to five percent of the population of primary school pupils. Pedagogy and psychology will have to tackle, both in theory and in practice, the problem of identification of these problems, their causes and they will have to find the most effective methods of remedial and compensatory methods. The author also presents in her article the results of a study focused on perception problems. (It dealt separately with visual and hearing perception, spatial orientation - for methods used see page 120.).

56. KIREJCZYK, K.: Kształcenie specjalne a upośledzonych a postep w jego organizacji, teorii i praktyce pedagogicznej. /Education of seriously backward children and progress made in its organization, pedagogical theory and practice./

Chowanna, 23, 1979, No.4, pp.325-344.
    9 refs.

In the introductory part of his article the author outlines the current state of development of special education designed for seriously backward children in conjunction with the current discussion about the educational crisis in general and the proposed reforms of educational systems; he goes on to categorise individual types of special pedagogy (defectological, remedial, resocialisational, supportive and therapeutic, for talented children) and he analyses individual forms of pedagogical activities, known from general pedagogy and psychology, as applied to special pedagogy. Throughout his paper the author accentuated changes both the general pedagogical theory and the special pedagogy are currently undergoing.

757. LESSEN, E.I. - ROSE, T.L.: State definitions of preschool handicapped populations.

Exceptional Children, 46, 1980, No.6, pp.467-469.
1 table, 5 refs.

The purpose of the study was to determine the degree of agreement existing between various state departments of pedagogy with respect to definitions of preschool handicapped populations. All state consultants responsible for education of preschool handicapped children were asked to submit in writing the following data:

1) the state of education and instruction of pre-

school handicapped children in the country they are respondible for;

2) guidelines used to identify and place preschool populations.

The results of the survey are given in table 1. The authors analyze and compare them.
Forty-four (88%) countries replied to the request. Seven countries (16%) specifically defined preschool handicapped children. An analysis of the state definitions of preschool handicapped children shows that 57% included a survey of specific definitions or measures aimed at identification of such populations. Only five countries had adopted definitions not relying on traditional categories which were unique for such populations. The contradictions found in several state definitions were caused by differences in the initial organization of services based on various justifications which did not necessarily have to take into account the needs of the children.
Identification of preschool handicapped populations seems to be difficult for many reasons, especially due to variability in normal development, problematic identification and diagnostic methods and variability in the quantity and quality of experience from environments. Owing to these problems, the identification and definition of such populations is unique at best. To reduce the probability of a wrong diagnosis, especially of false negative groups (Meehl and Rose, 1955), it is necessary to require

a precise definition of preschool handicapped populations. All educational institutions should be made responsible for providing the following:

a) adequate and suitable diagnostic methods;
b) homogenous populations for research purposes;
c) generality of treatment;
d) communication between professionals;
e) guidelines on subsidizing;
f) a decree on qualified teachers' training based on the adoption of the approved definition of preschool handicapped populations.

It should be the duty of state educational institutions to provide definitions or specific guidelines for early identification enabling every child to start school with as few problems as possible. This will require the cooperation of parents, teachers and governmental officials.

758. RICHTER, H.: Die körperliche Belastbarkeit von Kindern und Jugendlichen mit angeborenen Herzfehlern und erworbenen Störungen des Herz-Kreislauf-Systems. /The physical endurance of children and young people suffering from inborn heart defects and developed disorders of the blood circulation system./

Medizin und Sport, 20, 1980, No.8, pp.234-239.
5 tables, 18 refs.

The author is convinced that children and young people suffering from heart and blood circulation system defects should not avoid sports activities. He therefore presents suggestions for paediatricians how to determine a handicapped person's potential for physical exercise.

759. SIMON, E.P. - GILLMAN, A.E.: Mainstreaming visually handicapped preschoolers.

Exceptional Children, 75, 1979, No.6, pp.463-464.

The authors describe the experience of the practical implementation of an integrated programme designed for the mainstreaming of visually handicapped preschoolers. Four handicapped children were involved; they took part in a developmental programme in a kindergarten for visually handicapped children in the morning and in the afternoon they attended a programme for normal kindergarten children. The mainstreaming programme was organised by the Centre for Child Development from the New York Association for the Blind. Prior to the children's attending the normal kindergarten, teachers and pupils from the Centre participated in the programme for normal kindergarten designed as part of an orientation programme. Teachers worked individually with the children in the Centre so as to prepare them for the new school. They informed the children from the normal kindergarten about the functional restrictions and causes of blindness. The children were afraid lest they should not be afflicted in the same way and were anxious to learn about the alternatives of treatment. They manifested negative behaviour towards visually handicapped children in the course of the school year (they excluded the handicapped children from play, ridiculed them and considered them infantile during joint play). The authors suggest to teachers how to overcome the negative behaviour of normal children through good quality preliminary preparation. During orientation consultations the need was discovered of specific educational guidelines and the necessity of specific recommendations for selected children preceeding the mainstreaming. The participants of the project proposed to organise monthly joint meetings of both groups to facilitate the prediction of teachers' and pupils' mutual behaviour. Both the teachers and the pupils were shy, they resorted to stereotyped behaviour and avoided the handicapped children. At the beginning of the programme this behaviour was not so frequent, yet it gained in intensity during the experiment. These factors must be taken into account when planning integration programmes for handicapped and normal children.

760. STUDER, H.: *Die Ausbildung von Heil- und Sonderpädagogen in der Schweiz. Bestandesaufnahme-Probleme--Perspektiven.* /The training of remedial and special educators in Switzerland. The current state - - problems - prospects./

Luzern, Verlag der Schweizerischen Zentralstelle für Heilpädagogik 1979.
Reviewed in: Der Schweizerische Kindergarten, 70, 1980, No.6, pp.321-322.

The author confronts the current state of the training of special educators with the requirements based on the current state of development of the theory of special pedagogy.

761. ŠARBACH, Z.: Ve světě ticha a tmy .... /The world of silence and darkness ....../

Otázky defektologie, 23, 1980/1981, No.4, pp.145-150.

This is a detailed report on the education and instruction of deaf-and-dumb children in Zagorsk. The Home for the Deaf-And-Dumb Children was founded in 1963. There are sixty wards in the institution today, being looked after by a group of fifty educational workers.

762. THURMAN, S.K. - LEWIS, M.: Children's response to differences: some possible implications for mainstreaming.

Exceptional Children, 45, 1979, No.6, pp.468-470.
23 refs.

The authors discuss the importance of early identification and enforced separation of handicapped and normal children and their effects on negative attitudes to handicapped children. It has been assumed that it is classification that underlies negative attitudes to handicapped children placed in normal classrooms (Haywood, 1971, MacMillian, 1977); studies of preschool handicapped children in integrated environments have expected these children to be rejected by normal children (Cooke, Apolloni and Cooke, 1977; Devoney, Guralnick and Rubin, 1974; Guralnick, 1976; Porter, Ramsey, Tremblay, Jaccob and Crawley, 1978; Ray, 1974; Snyder, Appoloni and Cooke, 1977). The data obtained indicate that the sources of these negative effects can be detected earlier and for more essential psychological phenomena than mere identification or separation. Prejudice has peroptive-cognitive roots. The authors mention infants' response to differences. Lewis and Brooks, 1975 and Brooks and Lewis, 1975, collected data indicating that as early as nine months infants manifest indications of cognition of one's "I-ness". The knowledge of one's "I-ness" presupposes an infant's ability to distinguish "I" from "Not I". To be able to recognize this difference, an infant must first become aware of the difference between itself and other objects. At a very early age infants are able to distinguish and respond to difference in their mother's face and voice (Banks and Wolfson, 1967; Wiesenfeld and Simeonsson, 1976). It has also been demonstrated that infants recognize differences and respond to differences in visual stimuli of different complexity (Fantz, 1961). The data submitted point to infants' sensitivity to sex and age (Brooks and Lewis, 1976; Greenberg, Hillman and Grice, 1973; Lewis and Brooks, 1974, 1975; Lewis and Weinraub, 1974). On the basis of important studies the conclusion has been reached that infants recognize and respond differently to various social objects in their environment at an early age. Hence the roots of prejudice and rejection of handicapped children lie in the tendency to respond to differences. If identification entailing a negative connotation is made of these discriminated differences, prejudice will be the inevitable result. Whereas education towards transformation of response patterns to differences in preschool handicapped children has been effective (Cooke, Cooke and Apolloni at press; Devoney, Guralnick and Rubin, 1974; Guralnick, 1976) no evidence has been submitted indicating that essential changes in interaction patterns would have persisted. It should be the objective of remedial educators to develop interaction designed not only to modify social interaction between handicapped and normal children, but also interventions determining their differences. These interventions are designed to emphasize the importance of individual differences and to present information about the origins of such differences and to accentuate them. To make modifications of behaviour effective, they have to be combined with activities specifically designed for students to confront differences with handicapped peers. This is why this new effective method of mainstreaming handicapped children has been developed as the first attempt at altering the traditional model of remedial education making use of separate educational envidonments for handicapped and normal children. It is based on drastic modifications of the existing educational environments both with respect to handicapped and normal children. How to develop environments for both groups in the future? It is necessary to make significant improvements in the environment of handicapped children (Apter, 1977; Prieto and Rutherford, 1977; Thomas and Marshall, 1977; Thurman, 1977), but nothing has been written yet about an adequate environment for normal children in relation to the handicapped ones. Effective research needs to be developed on boths these educational environments to make conclusions about the development of prejudice, how interaction may contribute to the establishing of educational environments suitable for both groups, both to be shared and to be lived in separately.

763. ZÁTOPEK, P. - ŠKORICOVÁ, M. - BORZOVÁ, B.: Pokus o terapiu hrou u dětí s Kannerovým včasným detským autismom. /An attempt at play therapy of children with Kanner early child autism./

Československá psychiatrie, 76, 1980, No.3, pp.176--182.
7 refs.

The authors describe an attempt at treating children with Kanner early child autism. The objective of the experiment was to disturb, through play, the acoustic barrier of the patients and to establish adequate contact with them. The course of the experiment has confirmed to a certain extent that individual play therapy of autistic children is possible. The doctors managed to establish contact relatively easily in a play situation, yet they did not manage to achieve a significant improvement in any of the patients. The authors of the article ascribe this to the short time of observation and technical problems which adversely affected the successful course of the treatment. No room was made available for the play therapy equipped with a sufficient number of varied and attractive toys.

12.2 Behaviour defects

764. ŠTURMA, J. - FRÝBOVÁ, Z.: Hysterie u dětí. /Children's hysteria./
Děti a my, 10, 1980, No.2, pp.8-10.
3 figs., 3 photographs.

The authors discuss the problem of children's hysteria in the contemporary society. They explain the concept of hysteria, its origin and give examples of various forms of hysteria, explaining when a child begins to respond in a hysterical manner (wrong organization of daily routine, insufficient sleep, permenent tension between the parents because of their conflicts). A very effective educational factor is a pattern, model, example a child can imitate. We have fixed a number of elements in our behaviour by taking them over from the persons closest to us . In addition to biological heredity there also exists social heredity. A child's behaviour is affected by many factors determined by its environment as well as by the characteristics of the nervous system. What have many hysterical manifestations in common? A certain persistance, regression to a lower developmental phase when a child behaves like a younger child and an adult like a child - infantile behaviour aiming usually at an immediate satisfaction of a specific wish (a typical hysteric is never satisfied with the attention, admiration, love and interest he or she is getting from people in his or her environment. Psychiatrists find a number of such disorder in children in their practice (undesirable responses in a child's behaviour which are the result of excessive pressures exerted on the child). Disorders sometimes appear in the sphere of basic functions - eating, sleep, excretion, neurotic habits (a child imposes a specific pattern of behaviour on its parents which becomes fixed). The authors conclude their article by suggesting how to prevent the development of children's hysteria:

1. to observe the basic principles of mental hygiene - to have adequate demands on a child matching its age, individual development and abilities;
2. to determine a correct daily routine for a child and to ensure an atmosphere of mental comfort and peace in the family;
3. to treat a child inclined towards hysterical behaviour carefully, to handle punishment thoughtfully, to be patient, to reward positive behaviour and to overlook negative behaviour;
4. not to allow a child to attain its goal through undesirable behaviour, to create conditions for it to be able to behave normally and to appreciate positive behaviour;
5. a child must be convinced of the love of its parents, of having their support and being able to turn to them for understanding in all its problems and difficulties.

12.3 Speech defects

765. CIMKINA, G.: Vospitaniye pravilínoy rechi u detey s disartriyey. /Educating correct speech in children with dysartria./

Doshkolnoye vospitaniye, 1980, No.8, pp.50-52.

Dysartria is a speech defect caused by the limited elasticity of the speech apparatus, soft palate, tongue, lips. It manifests externally as pronunciation defects, altered speech timbre and retarded speech. Success in overcoming these problems depends not only on special treatment but also on cooperation with parents. The authors describe exercises to be practised by parents; they do not replace treatment by a speech therapist, but are designed to supplement it. They practise proper breathing, lips, lower jaws, the tongue. Systematic speech therapy begins after these children reach three years of age. Under three it is only parents that should handle these children. It is necessary to develop in these children the ability to comprehend speech. This is why it is necessary to observe and to discuss with them objects, toys, pictures, to compare them, sort them out, to pick them up. The author has found useful games developing hearing perception, memory and a sense of rhythm, as well as games and activities practising the fine muscles of children's hands.

766. DEMEL, G.: *Minimum logopedyczne nauczyciela przedszkoła.* /The speech therapy minimum for kindergarten teachers./

Warsaw 1978, Wydawnictwa Szkolne i Pedagogiczne 1978.
Reviewed by: Novak, J.
Ruch pedagogiczny, 22, 1980, No.5, pp.647-648.

Statistical figures show that about every third child attending kindergarten in Poland requires special speech therapy to eliminate speech defects. The book is a brief theoretical introduction into the problem and presents practical "material for practice", a "pictorial questionnaire investigating pronunciation problems", etc.

767. KLUKHOV, Kh.: *Gramaticheski osobenosti i greshki v detskata rech.* /The grammatical specificities and mistakes in children´s speech./

Preduchilishtno vaspitanie, 28, 1980, No.6, pp.18--22.
1 table, 1 photograph, 1 ref.

Children´s vocabulary develops irregularly with respect to individual parts of speech. The author analyses the vocabulary of five- to six-year-old children from this point of view. He also characterises children´s syntax and some typical mistakes appearing in children's speech (pleonasm, incorrect and improper use of words).

768. JANOTOVÁ, N.: Nové formy časné rehabilitační péče u dětí se sluchovými vadami a její výsledky. /New forms of early rehabilitation care of children with hearing defects and their results./

Otázky dfektologie, 23, 1980/1981, No.3, pp.129-136.

14 refs.

The author describes experience from speech therapy of infants in several countries. She reports on the results of aid provided to children in the form of a course for their parents. In the past few years live-in rehabilitation courses have been organized in Jílové near Prague for parents to get acquainted with the new methods of speech therapy. They are instructed how to educate preschool children, learn about hearing defects, aids, etc. Parents have tested in practice the methods or early auditive and speech education with their own children. The courses have fulfilled the organizers' expectations, i.e. they have managed to get the family interested in the development of the handicapped child and in further cooperation with a speech therapist.

769. KLEINOVÁ, A.: Výchova alálických dětí. /Education of children suffering from alalia./

Predškolská výchova, 34, 1979/1980, No.12, pp.323--324.

Alalia is a speech development defect. It exists in the following forms: 1. motor - a child understands speech, but does not talk itself; 2. sensory - a child does not understand speech, does not talk spontaneously, on its own initiative, and produces only coarse sounds; 3. mixed - a child understands a word, but does not understand a whole sentence, its vocabulary consists of only a few words; 4. transitory - a child understands speech, but its own speech is in the prattling stage. Alalia may be caused by a minor brain damage during birth, early childhood diseases, little stimulating environment. Alalic children can attend kindergarten if deafness is not involved or serious mental retardation. They need sufficient auditory, visual and motor stimuli. They should join in motor games augmenting motor development, for they help to induce speech. While the child attends kindergarten, a paediatrician, speech therapist and psychologists should cooperate in identifying the particular form of the handicap and to decide before the child reaches six years to which type of primary school it should go.

770. LESNÝ, I.: Poruchy řeči u dětské mozkové obrny. /Speech defects caused by infantile cerebral palsy./

Otázky defektologie, 23, 1980/1981, No.3, pp.137-139.

The author enumerates briefly speech defects caused by infantile cerebral palsy, suggesting to speech therapists how to treat children afflicted by this disease (or a group of diseases).

771. LINDNER, G.: Artikulace v předškolním zařízení školy pro neslyšící. /Articulation in the preschool facility at the school for the deaf./

Otázky defektologie, 22, 1979/1980, No.2, pp.90-94.
12 refs.

The author presents the results of instruction in articulation in the preschool education of the deaf. The principles of the methods used are based on the simplest possible movements that can be made and the children are able to cope with. Observation of articulatory movements of young children suggests that a) the articulatory organs become involved in articulation at different moments, b) a child that learns to talk needs at the age of one to six years precise movements of the lower jaw, lips, palate and larynx if they are needed to pronounce particular words, c) a child avoids, when pronouncing, precise movements which are supposed to be accomplished in the zone of the tongue, it omits the speech sounds to be produced there or uses substitutes. An articulatory analysis of vocabulary has shown that the use of dactylology and a written command of language affect articulation very positively. Children have become able, by the aid of their comminication system, to transfer the newly learned movements of the articulatory organs onto other persons.

772. MIRONOVA, S.: Primernoye planirovaniye zanyatiy s zaikayushchimisya detmi v podgotovitelnoy k shkole gruppe. /A demonstration of planning occupations for stuttering children in the early childhood services classroom. Part 2./

Doshkolnoye vospitaniye, 1960, No.1, pp.29-34.

This is a demonstration of weekly plans of occupations to be conducted in March and April. The plan contains the topic of the occupation, its content and literature for children.

773. MIRONOVA, S.: Primernoye planirovaniye zanyatiy s zaikayushchimisya detmi v podgotovitelnoy k shkole gruppe. /A demonstration of planning occupations for stuttering children in the early childhood services classroom./

Doshkolnoye vospitaniye, 1980, No.2, pp.23-29.
Finished.

This is demonstration of weekly plans of occupations to be conducted in May and June.

774. NAUMOVA, E.: Rol igry v logopedicheskoy rabote. /The role of play in speech therapy./

Doshkolnoye vospitaniye, 1980, No.11, pp.27-30.

The author describes her experience from working in a classroom of children whose speech was diagnosed as "insufficiently developed in all respects". As early as the beginning of the school year this deficiency was found to be accompanied by a slow development of mental processes, such as memory, attention, auditive and visual perception. In interaction with their environment, these children manifested speech negativism; due to defective general and fine motor development the children's habits of self-attendance were little developed. On the basis of observation, the children were divided into three groups: 1. children with defective general and fine motor development, 2. with inadequately developed mental processes, 3. with serious speech negativism. Games were chosen specifically for each group, focused on elimination of the problems detected. The author goes on to describe the games, including the methodological procedures used.

The systematic use of games contributed to speech activation, the children´s vocabulary was stretched and enriched; the games also affected the development of perception and memory.

775. VYŠTEJN, J.: Vady výslovnosti. /Pronunciation defects./

Prague, State Pedagogical Publishing House, 1979.
125 pages.
Reviewed in: Předškolská výchova, 34, 1979/1980,
No.8, p.226.

This is a methodological handbook designed primarily for teachers´ training in speech therapy courses.

12.4 Intellect defects

776. BECKEROVÁ, R.: K optimalizaci procesu rané výchovy postižených se zvláštním zřetelem k vývoji duševních schopností. /Optimizing the process of early education of the handicapped having a specific regard to the development of mental abilities./

Otázky defektologie, 23, 1980/1981, No.4, pp.151-156.
10 refs.

The author presents the result of research into the early education of children with sensory and cerebral defects. The conclusions resulting from the research show that the educational process conceived as the alternation of factual behaviour, thought and language activity leads to remarkable progress in the handicapped children´s development. An adult must stimulate a young child through his or her loving attitude, emotional and sponatenous communication.

777. JÍROVÁ, Z.: Speciální cvičení k poznávání a rozlišování základních tvarů ve zvláštní mateřské škole. /Special exercises for identification and recognition of basic shapes in the special kindergarten./

Otázky defektologie, 23, 1980/1981, No.2, pp.85-88.

This is a detailed report on a system of exercises developed to facilitate the identification and recognition of shapes, speech development and fine motor development. Fifteen to twenty minutes are reserved daily in the kindergarten programme for these exercises, to be followed by a work-out and occupations as stipulated in the plan of educational and teaching work. Owing to their content, methodology and motivation, the above exercises stimulate children towards activation, speech, show them how to play, bring them new information, teach them how to concentrate to perceive objects and processes, sounds, words, speech sounds. The report is supplemented by a written synopsis preparatory to exercises designed to form the concepts of the circle and of the square.

778. KRYUKOVA, V.: Organizatsyia trudovogo vospitaniya v detskom sadu. /Organizing work education in kindergarten./

Doshkolnoye vospitaniye, 1980, No.7, pp.24-25.

The author describes her experience from a kindergarten for mentally handicapped children. Education towards hygienic habits and independence begins at the ages of four to five years. The children carry out simple work activities, such as raking leaves. More complex work activities are introduced in the second half of the year, especially gardening. As regards five- to six-year-old children, the main task is to foster in them a positive attitude to work, to reinforce and perfect hygienic and work habits. They systematically watch adults at work and chores are introduced to be done by the children; they grow gradually accustomed to their responsibility for a duty. Groups of children wash toys, dolls' dresses, etc.

Children get to know nature by the aid of the kindergarten menagerie and the garden. They learn to handle simple tools, look after plants, watch them grow. The oldest children show interest in work with natural materials and with scrap. They gather natural objects throughout the year. As a result of systematic work the motor movements of fine muscles have improved so that the children manage to use a needle and a hammer. The level of work habits has been raised, the children themselves look for chances of conducting work activities.

779. KROUSKÝ, I.: Knížky a hračky z textilu a pomoc postiženým dětem. /Cloth books and toys and aid to handicapped children./

Zlatý máj, 24, 1980, No.9, pp.545-547.
1 fig., 2 photographs.

This is a detailed report on a large-scale campaign launched to aid emotionally and physically handicapped children in Japan. The Kaiseisha Publishing House undertook to bring together these efforts aimed at looking for new possibilities of providing handicapped children with suitable books, toys and aids. Cloth books and toys are one of the means facilitating entertainment of handicapped children and, at the same time, enrichment of their inner life. Cloth toys and books are designed for different mental levels of children, the elementary ones are made up from geometric figures that can be moved, of concrete forms of fruit, animals, transport vehicles, etc., some contain hidden crossword puzzles, word puzzles whose solutions depend on a child's skilfulness and fantasy. Cloth books induce more specific concepts than printed pictorial books and encourage children towards familiarization with books so that they, later on, spontaneously seek for printed pictorial books with text.

An alternative to these cloth books are books or toys made for blind children; they are called "books to touch" in the Japanese language.

780. PUPAN, C.: Implicatti ale afectivitătti in condiționarea conduitei la debilii mintal si la imbecili. /The implications of affectivity in forming the behaviour of mentally deficient and imbecile persons./

Revista de pedagogie, 29, 1980, No.6, pp.32-34.
11 refs.

The author proceeds from the findings of world psychologists concerning the question of affectivity of mentally handicapped persons; the study of the specific features of the cognitive process of mentally backward children would be incomplete if it did not incorporate research into the specific features of emotional and volitive development. The results of studies based on this hypothesis have confirmed that if, in the course of the cognitive process, the mentally backward children have grasped the content of a work activity, deficiencies in their emotional and volitive development have diminished. The author concludes by stating that emotional education provides general backing to the educational process as a whole.

12.5 Motor defects, laterality

781. Samordna insatserna för handikappade barn. /A coordinated approach to handicapped children./
Förskolan, 63, 1980, No.2, pp.15-16.

Suitable environment has to be created for children with motor handicaps and close cooperation between parents and educators has to be established- The number of rehabilitation centres must be expanded so that handicapped children (preschoolers and adolescents) do not have to commute far. All centres for handicapped children should be centrally administered.

782. SYLLABOVÁ, R.: Nové pohledy na leváctví. /Left-handedness in a new perspective./
Děti a my, 10, 1980, No.1, pp.21-23.
7 photographs.

This is a survey of the most recent results from research into children´s laterality. In 1967 the ministry of school education issued a binding instruction for teachers and educators requesting them to devote a special attention to children´s left-handedness and to apply adequate methods related to the education of left-handed pupils. A survey based on a questionnaire was conducted in the West Bohemian region in the school year 1974--1975 and yielded the following results: out of 53,304 children in grades one to nine of primary school, 4.3% used the left hand to write and draw. At the same time it was found in Prague 4 that out of 2,238 children starting school 7.82% was beginning to learn to write and draw by the left hand on a doctor´s recommendation or because the parents wished so. Surveys based on objective tests in various countries show that the number of left-handed persons is 12-20%, or 16% on the average. Even though extraordinary attention is being paid to left-handedness, about 70% of left-handed children are still being re-trained, as discovered by the researchers. Developing left- and right-handedness in the family constitutes a more serious and significant factor of a child´s overall development that the public has realised so far. Scientific research into the division of labour of both cerebral hemispheres, however, brought forth the following findings: it has proved that the quality of one of the two cerebral hemispheres is not higher in particular activities, as assumed in the past. In most people (64%) the left hemisphere is specialized on abstract logical thought, speech and writing, the right half of the brain plays an important role in concrete and figurative perception of music, time and space, in numerical relations and in constructive tasks. In view of these results it is not possible today any more to consider left-handed persons with predominantly dexter brain control and right-handed persons with predominantly sinister brain control to be two mutually excluding categories. Left-handedness, therefore, is not simply inverted right-handedness, rather it is characterized by quite a different character of cerebral asymmetry and a more complex arrangement of mechanisms. Two-handedness, either, cannot be considered an anomalous psychological development. The left- and two-handed persons together make up 36%. Thoughtless interference in the natural development of left-handedness in a child may induce a developmental defect or damage permanently the proper activity of its cerebral mechanisms. Laterality of the upper extremities emerges at the ages between five to seven and fixates fully at ten or eleven years. The author goes on to discuss the role of teachers and educators as well as parents in the education of left- and two-handed children at school and in the family. He stresses the necessity of not interfering in the natural development of laterality in children and includes in his article some methods concerning the education of a left-handed child. He concludes by discussing the importance of educational and psychological counselling clinics for the education of a left-handed child in the family.

13. ENVIRONMENT SURROUNDING THE CHILD; BUILDINGS, PLAYGROUNDS, EQUIPMENT AND FACILITIES

783. BENEŠOVÁ, E.: Celostátní seminář o zahradách mateřských škol a jeslí. /A national seminar on kindergarten and crèche gardens./

Predškolská výchova, 34, 1979/1980, No.6, pp.166-167.

Under the sponsorship of the Society for Science and Technology, the House of Technology in Prague organized a national seminar on building kindergarten and crèche gardens, in September 1979. The following papers were delivered: Integration of children's playgrounds and gardens into the system of greenery, Choosing plants for kindergarten and crèche gardens, Lay-out of playgrounds for preschoolers in new housing estates, Educational and psychological requirements upon developing kindergarten gardens, Hygienic principles involved in the developing of children's playgrounds and preschool facility gardens. The major papers were published in the proceedings of the seminar.

784. BENEŠOVÁ, E.: Zahrady v popředí zájmu. /Gardens in the foreground of interest./

Predškolská výchova, 35, 1980/1981, No.3, pp.11-14.

The author presents some ideas expressed at the seminar on gardens held in Prague in September 1979.

785. BRÁZDOVÁ, E. - BLÁHOVÁ, J.: Tvorba životního prostředí jako součást estetické výchovy dětí. /Creation of environment as part of children's aesthetic education./

Zdravotnická pracovnice, 30, 1980, No.12, pp.732-738.
3 photographs.

The authors, one of whom works at a child clinic and the other is employed with a furniture-making company in Hradec Králové, summarise their experience in designing interiors of educational facilities for children under three. As early as the conceptual stages, the designer has to respect the developmental specificities of children. The environment of a crèche should be functional and aesthetic. If either of these requirements is not met, environment fails to be harmonious. The colour of the floor should be neutral to be easy to match with the rest of the equipment. The furniture should be of modular type, with a uniform surface finishing. Excessive colour variations are not considered suitable. The authors recommend to choose two basic colours and possibly one supplementary colour and to stick to this colour arrangement in the nursery or preferrably in the entire interior of the crèche. Accessories are indispensable, yet there should not be too many. The authors recommend to change them for time to time. The environment of the crèche should facilitate children's free movement, respect their needs and with the exception of safety regulations it should not be restricted by any other rules.

786. BUTOMINA, R. - NIKOLAYENKO, N.: Tsvetochnoye ubranstvo detskogo sada. /Flower decoration in kindergarten./

Doshkolnoye vospitaniye, 1980, No.7, p.61.

The author describes in his article the flower arrangement in the kindergarten garden. The kindergarten personnel look after the flowers together with the parents. Children watch with interest the adults' gardening and, whenever possible, they participate in looking after the flowers; they see to it that nobody does any harm to the flowers.

787. GABZDILOVÁ, H.: Dřevěné prvky do zahrad mateřských škol. /Introducing wooden elements into kindergarten gardens./

Predškolská výchova, 34, 1979/1980, No.10, appendix.

13 photographs.

The author generalizes the experience acquired in adapting the gardens of four kindergartens in the district of Frýdek-Místek. She describes the equipment provided for the gardens, very undemanding with respect to material and technology, yet highly functional and aesthetic. Wood was chosen as basic material. An entire system of sports apparatus was erected for practising physical education; tables with benches for restful occupations, a blackboard, an open-air amphitheatre. A circular sand pit enclosed by wooden blocks, small log cabins, a wooden maze, etc. are used for creative games.

788. HUBER, V.: Die kindergerechte Wohnung. /A flat for the convenience of children./

Der Schweizerische Kindergarten, 70, 1980, No.6, pp.289-292.

The design of a flat usually takes into consideration the standard family, i.e. two adults and children. The children´s room is usually not larger than 12 m^2, whereas the living room and the parents´ bedroom are much bigger. The manufacturers market bulky suites intended for living rooms. The biggest room in the flat is usually furnished in a representative manner and becomes a room for adults from which the children are excluded. The children need a different lay-out of the floor area. Rooms of approximately the same size would make it possible to use them in accordance with the needs of the family and the children´s age.

789. AUNOVSKÁ, J.: Otázky dizajnu pre deti. /Concerning design for children./

Predškolská výchova, 35, 1980/1981, No.2, pp.3-6.
8 photographs.

The author lays down some principles concerning the comprehensive approach to interior design for children aged one to three and four to six years. It is a building block system of multi-functional modules. The basic functional element is a container, module-sized, designed to be arranged into various spatial configurations and insertions both in the vertical and horizontal directions.

The comprehensive approach also entails industrial design (utensils, pottery, home textiles). It must be integrated into the interior and become an organic part of its style. The toy is a constituent part of the material environment a child lives in, a factor facilitating satisfaction of its needs and a mediator of its contact with the world. This is why research should be done on all the implications of the functional approach to contemporary toys, both in the theoretical and practical process of designing and manufacturing. The task of exterior elements is to develop children´s motor skills, their activity when staying outdoors. The building block system is useful in making various structures for games. Its advantages are the simplicity and visibility of structures. Children get to know, through play, the constructional and functional relationships.

790. MILUČKÝ, P.: Integrované zariadenia pre deti. /Integrated facilities for children./

Predškolská výchova, 35, 1980/1981, No.1, pp.24-27.
1 fig.

The author informs about the draft design of a crèche-cum-kindergarten facility. The authors have designed some premises to be shared, such as the entrance hall, a general purpose hall (for physical and music education, events involving all the children, puppet theatre and parents' gatherings), a joint dining room. Such an arrangement facilitates to allocate more room per one child. Food preparation and laundry premises will also be shared. On the basis of analysis of the state of the art of the interior furnishings of such joint facilities, the interior design for individual classrooms has been elaborated.

791. NILSSON, L.: Buller stort problem i förskolan. /Noise is a big problem in kindergarten./

Förskolan, 63, 1980, No.10, pp.5-6.

Serious hearing defects have been observed in kindergarten teachers lately. They are caused by long-time work among playing and noisy children. A partial solution would be to reduce the number of children in one classroom. It is also recommended to soundproof the individual rooms in the buildings in which kindergartens are situated.

792. La refesione - momento educativo. /School meals - an educational aspect./

Scuola materna, 67, 1980, No.9, pp.565-573.
1 photograph.

Prominent kindergarten administrators in Italy answered the following questions asked by the editors of the journal: what is the educational aspect of school meals, what is the role of adherence to dietary principles and professional supervision at meals - as compared with frequently unqualified parents, monotonous food in the family determined by local tradition, etc., educators' duties with respect to school meals).

793. RÜTTI-MORAND, P.: Ein Kindergarten moderner Konzeption. /A modern kindergarten./

Der Schweizerische Kindergarten, 70, 1980, No.4, pp.189-192.
8 photographs.

The rooms are spacious and light. The furniture is easy to carry: small chairs, tables, boxes for toys are elements facilitating various combinations. The cupboards are lightweight, they may be used as partitions to make separate rooms.

794. SILVESTROVA, S.: Kakiye igrushki i mebel nuzhny rebyonku? /What sort of toys and furniture do children need?/

Semya i shkola, 1980, No.7, pp.46-48.
4 photographs.

On the basis of a survey conducted jointly by the researchers of the scientific research institute for preschool education at the Academy of Pedagogical Sciences of the U.S.S.R. and the scientific research institute for the toy, sets of toys have been designed for individual age groups. They respect the principle of transition from the simple to the more complex, from the general to the particular, from the known to the unknown. Each successive set helps to tackle more complicated educational tasks, encourages in a child the wish to get to know the world in an active fashion. The shape, material, surface finish, colour, sound, size, weight and method of handling have been carefully selected for each toy. The sets consist of finished toys, material for making toys, toys-semi-finished products. It is mainly the latter that incite interest in constructing, get children together and teach them to play in a collective, where boys and girls become equal partners in play.

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